DOCUMENT RESUME

ED 099 528 95 CE 002 609

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TITLE Missouri Survey of Adult Basic Education Teachers by Specified Program Settings.
INSTITUTION Missouri Univ., Kansas City. Center for Resource Development in Adult Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Jul 74
GRANT OEG-73-5213
NOTE 103p.

EDRS PRICE MF-$0.75 HC-$5.40 PLUS POSTAGE
DESCRIPTORS *Adult Basic Education; Adult Programs; Adult Students; Community Characteristics; Comparative Analysis; Comparative Statistics; Demography; Educational Assessment; *Educational Needs; *Educational Problems; National Surveys; Paraprofessional School Personnel; Program Evaluation; Rural Environment; *Rural Urban Differences; *State Surveys; Suburban Environment; Teacher Attitudes; Teacher Education; Urban Environment
IDENTIFIERS Missouri

ABSTRACT

Determination of problems and needs in Adult Basic Education programs, as perceived by teachers, and provision of a model for examining ABE needs on a statewide or regional level were the major goals of the study. Information was gathered from teachers by questionnaire; comparable data on programs in other States was obtained from a national study. Program problems and needs were explored with reference to eight types of locational settings. The study's five dimensions were: (1) demography, (2) paraprofessional aides, (3) ABE students, (4) professional preparation of teachers, and (5) the ABE program. The results of the study are based on a teacher survey return from 65 percent of all ABE teachers in Missouri (336 individuals), representing 70 of 73 ABE program sites in the State. The data are analyzed by dimension, giving a profile of ABE for each of the program settings as perceived by teachers within the setting. A summary of the findings, and the conclusions and implications drawn from them, are presented with reference to the study's dimensions. A broad conclusion of the study is that differences did exist between program settings for many of the variables; there were also numerous variables where teacher responses across program settings were consistently similar. (AJ)

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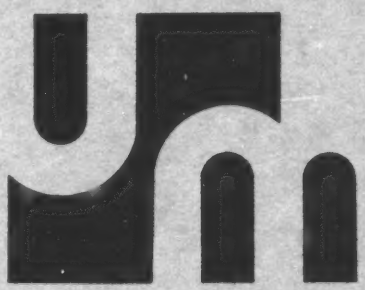

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Missouri Survey of Adult Basic Education Teachers By Specified Program Settings

James D. Peebles, Research Associate

July, 1974

The project reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred. Grant No. OEG-73-5213 (Spear).

ACKNOWLEDGMENTS

Without question, any investigator who carries out a survey study, is first and foremost indebted to those people who permit him time for answering questions or being interviewed. In turn, the investigator hopes the time is well spent and that survey results will be useful in achieving the purposes set out.

In the case of this survey, gratitude is expressed to the three hundred thirty-six ABE teachers in Missouri who completed and returned the survey form. Results of this study are based on responses they made. Their cooperativeness is acknowledged and greatly appreciated.

Staff members of the Center for Resource Development in Adult Education, colleagues of the investigator, played important supportive roles. Dr. Donald W. Mocker offered valuable assistance in the planning stages and contributed numerous insights in interpretation of the data. Dr. George S. Spear reviewed preliminary results and offered invaluable ideas for presenting the data in a more meaningful manner. Ms. Lori Zinn's periodic inquiries into the progress of the study and the issues involved helped the writer clarify ideas. Gratitude is also expressed to each of them for continued encouragement and interest.

A team of Graduate Assistants systematically and efficiently handled the survey returns as they arrived at the Center. Special thanks are extended to Mr. Gordon Ault who worked closely with the study and whose assistance was invaluable throughout. The writer is indebted to Ms. Vera Maas and Ms. Mary Lorton who eagerly helped when needed.

Special appreciation is due Mr. Elvin Long, State Director of Adult Education in Missouri and his staff. They provided names and addresses

of ABE teachers and helped make contacts with program directors early in the study. Mr. Long's support of the study from its inception was vital to its development, and successful conclusion.

Thank you is also due Dr. Gordon Darkenwald of the Center for Adult Education, Teachers College, Columbia University. He granted permission for use of the National survey form in Missouri and generously shared results from the National Survey of Adult Basic Education Teachers which are incorporated in this report.

The writer is indebted to Ms. Mary J. Whitworth who typed the manuscript and tables. In addition to a competent job, her patience and persistence were praiseworthy. Tribute is paid to Ms. Peggy Purvis for seeing to countless details of correspondence and preparing mailings to teachers.

While many people contributed to the fruition of this study, no one should construe any shortcomings to other than the investigator.

TABLE OF CONTENTS

	Page
Acknowledgments	ii
List of Tables	v
Chapter	
1. Introduction	1
Purpose of Study	2
Source of Data	3
The Questionnaire Survey Form	4
Program Settings	6
Returns	7
2. Analysis of the Data	10
Introduction	10
Demographic Dimension	11
Dimension: Paraprofessional Aides	20
Dimension: The ABE Student	25
Dimension: Professional Preparation of ABE Teachers	43
Dimension: ABE Program	54
Summary of Findings	68
3. Conclusions, Implications and Discussion	78
Introduction	78
Conclusions and Implications	79
Appendix	86

LIST OF TABLES

Table		Page
1.	Numbers and Percentages of ABE Teachers Comprising Specific ABE Program Settings	8
2.	Distribution of ABE Teachers by Age (Percentages)	12
3.	Distribution of ABE Teachers by Sex (Percentages)	13
4.	Proportion of Part-Time and Full-Time Employment of ABE Teachers	14
5.	Full-Time Positions of Part-Time ABE Teachers	16
6.	Former Positions of Full-Time ABE Teachers	17
7.	Time of Day When ABE Classes are Taught	18
8.	Types of Facilities in Which ABE Classes are Taught	19
9.	Percentage of ABE Classes Currently Assigned Aides	21
10.	Current Use of Aides in ABE Classroom	23
11.	Importance of Aides to the Educational Effectiveness of Classroom Instruction	24
12.	Proportions of Students Possessing Given Characteristics as Perceived by Teachers	28
13.	ABE Teachers Who are Full-Time Elementary-Secondary School Teachers and How They Contrast Teaching Experience With Children and Adults	31
14.	Proportion of Students Who Enroll in ABE Classes for Family Related Reasons	34
15.	Proportion of Students Who Enroll in ABE Classes for Leisure Related Reasons	34
16.	Teacher Estimates of Student Absenteeism at Any One Class Meeting	35
17.	Proportions of Students Who Have Dropped Out of ABE Class After First Five Weeks	37
18.	Teacher Judgment of Importance of Reasons That Account for Dropout Problem in ABE	39

Table		Page
19.	Proportion of Current ABE Students Making Satisfactory Progress in Class	40
20.	Extent to Which ABE Makes A Difference in Life Changes of Adult Students	42
21.	Years of Adult Basic Education Teaching Experience	44
22.	Percentage of ABE Teachers Who Have Had Pre- or In-Service Training Specifically Related to ABE	45
23.	Percentage of ABE Teachers Who Have Participated In Selected Types of Training Activity	47
24.	Teacher Evaluation of Pre- or In-Service Training Activities	49
25.	Adequacy of Preparation For Teaching ABE as Perceived by Teachers	50
26.	Topics for In-Service Education Felt Most Needed by Teachers	52
27.	Teacher Satisfaction Found in ABE	54
28.	Types of Classes Currently Taught by ABE Teachers	55
29.	Levels of Instruction Taught by Teachers of Adult Basic Education	56
30.	Teacher Estimates of Emphasis Given to Specific Subject Areas	58
31.	Teacher Perception of Importance of ABE Goals	60
32.	Proportions of Students Achieving Goal by June as Perceived by Teacher	62
33.	Teacher Ratings of Factors Which May Interfere with Teaching and Learning in ABE	64
34.	Teacher Rating of Single Factor That Interferes with Teaching and Learning	65
35.	Teachers' Feelings Concerning Administrative-Supervisory Aspects of ABE	67

CHAPTER 1

INTRODUCTION

The concept of this study originally grew out of observations and concerns of the State Director of Adult Education in Missouri. He recognized that differences existed between Adult Basic Education programs in the state and were influenced by location and the needs of clientele served. He expressed interest in exploring program problems and needs with reference to specified program locations. This survey study came about through discussions between the State Director and the Director of the Center for Resource Development in Adult Education (CRD) at the University of Missouri-Kansas City. The concerns expressed resulted in agreement to work together to study rural-urban differences in ABE programs in the state. It was decided that the study would be conducted by CRD since one of its objectives is research in this field, and resources at the university were available and convenient.

Later, as plans for the study developed, the concept of rural-urban broadened. It became clear that program needs with respect to location and community could be studied in numerous arrangements or types of program settings besides rural-urban. Other examples that occurred included programs in small cities, suburban areas influenced by large cities but apart from them, and various regional groupings of programs within the state. Indeed, study could be made of programs wherever a particular sphere of influence was predominant.

In the final analysis, specific program settings were selected that presented the greatest current interest. These settings included the

three largest cities in Missouri (Kansas City, St. Louis and Springfield), suburban and rural programs. Definitions of these settings are presented below under the section titled "Program Settings."

In addition to the program settings noted above, comparable data was also made available from a National study of large city programs. Availability of these results enabled the investigator to contrast problems and needs in Missouri with a large sample outside the state, adding a valuable point of reference.

PURPOSES OF THE STUDY

This study was conducted to achieve two major purposes. The first purpose was to determine problems and needs in Adult Basic Education programs, as perceived by teachers, according to predetermined program settings. It was anticipated that results of the study would be most useful to four groups of professionals in Adult Education. The study would be valuable to the State Director of Adult Education as well as other officials in the State Department of Education. At this level the results would be useful in reviewing priorities and planning immediate and long range goals.

It was also felt that findings of the study would be valuable at the grassroots. Directors and teachers of individual ABE programs would be able to examine salient features of their programs in contrast with findings from their own setting as well as with other settings. Hopefully, the results of such introspection will be improved services to adult students.

It was also felt that results would be useful to ABE teacher trainers. Insights gained from study of the findings should be useful in planning in-service workshops and adult education courses.

The second major purpose of the study was aimed at audiences outside

the State of Missouri. This purpose was to provide a model for examining needs in ABE on a statewide level, or even on a regional level if desired. While the model enables study of any desired type of program setting within a state or region, it also could provide an ever broadening base of data for succeeding studies. For example, all data with respect to the Missouri sample is stored on tape and could be retrieved for comparison with other groups. As new data from states and regions is available CRD would store it, too, and make it available when requested. This second major purpose of the study is in keeping with stated goals of CRD.

SOURCE OF DATA

Information gathered for achieving purposes of this study was provided by ABE teachers in Missouri. A survey form was mailed to them by CRD for completion and was returned to the Center.

Teachers were chosen as the source of data for several reasons. While teachers represent but one group of professionals in the field, on their shoulders rests the major responsibility for carrying out the instructional program. They develop closer relationships with students who enroll in ABE programs than other personnel, and moreover, generally regard problems and needs vis-a-vis their students. Perceptions they hold, therefore are frequently reflections of student needs.

All ABE teachers currently employed in Missouri programs were asked to participate in the study. A listing of teachers was provided by the State Director of Adult Education together with mailing addresses. Altogether, the list contained names and addresses of 515 teachers.

Before mailing questionnaire survey forms to teachers, a letter was sent to all ABE program directors in the state. This letter sent in early

March 1974 informed them about the study to be made and the purposes it hoped to achieve. They were asked to inform teachers under their supervision and to encourage their participation when the questionnaires were received.

In late March 1974, survey forms were mailed to teachers for completion and return to CRD. A letter was enclosed giving further explanation of the study, including directions for completing and returning the form. A return envelope was also enclosed with return postage attached.

THE QUESTIONNAIRE SURVEY FORM

The survey questionnaire used in this study was originally developed for the National Survey of Adult Basic Education Teachers conducted by the Center for Adult Education, Teachers College, Columbia University. This survey was made in 1972 and included teachers in 59 large cities (population over 100,000) throughout the United States. A total of 1135 ABE teachers participated in the study. The National questionnaire was selected for use in Missouri since purposes were parallel, and data from the National sample were generously made available for comparisons.

Two modifications were made in the questionnaire for use in Missouri. One question related to teacher tenure was deemed to have little relevance in Missouri, and was dropped. One question concerning in-service training needs of teachers was added. Otherwise, the questionnaire was sent unchanged and included the same directions for completion as the National questionnaire form.

The questionnaire consisted of thirty-three items. Later, after teacher returns were in, questions were grouped together according to common inherent relationships. Five groupings, or "dimensions" of study

were made. Hereafter, in this report specific variables in the study are referred to with respect to the major dimension to which they are related. These dimensions are comprised of the following: 1.) Deomgraphic (teacher-program), 2.) Paraprofessional Aides, 3.) ABE Student, 4.) Professional Preparation of ABE Teachers and 5.) ABE Program. The outline that follows indicates specific aspects of each dimension.

A. Demographic Information
   1. Teacher
      a. Age
      b. Sex
   2. Program
      a. Full and part-time employment
      b. Nature of full-time employment
      c. Time of day
      d. Type of facility

B. Paraprofessional Aides
   1. Extent of employment
   2. Nature of use
   3. Effectiveness of aides

C. ABE Students
   1. Characteristics of learners
   2. Comparison of children, youth, and adults as learners
   3. Reasons for enrolling
   4. Absenteeism
   5. Student dropouts
   6. Reasons for dropouts
   7. Student progress in class
   8. Impact of ABE on lives of students

D. Professional preparation of teachers
   1. Years of experience in ABE
   2. Extent of pre- or in-service training
   3. Types of training activities taken
   4. Effectiveness of training activities
   5. Adequacy of preparation
   6. Topics for in-service that would be valuable
   7. Satisfaction teaching ABE

E. ABE Programs
   1. Types of classes taught
   2. Levels taught according to student ability
   3. Curriculum emphasis (by subject area)
   4. Importance of goals and extent to which they are being met
   5. Factors that interfere with teaching and learning
   6. Administrative-Supervisory aspects

PROGRAM SETTINGS

The term "program settings" refers to the eight types of locational designations used in the study for comparative purposes. The eight program settings included the following in the order in which they appear on tables:

1. National Urban
2. Missouri (Total returns combined)
3. Kansas City
4. St. Louis
5. Springfield
6. Missouri Urban (3, 4, and 5 combined)
7. Suburban
8. Rural

By definition the three Missouri Urban programs are those cities in the state whose population exceeds 100,000 population. Suburban programs are those in close proximity to one of the three large urban areas noted above. A few suburban program sites included in this setting surrounded Kansas City while the majority were in the St. Louis area. There were none in the Springfield area. Rural program setting refers to all other programs in the state that were neither urban or suburban by definition.

The reader of this report is urged to consider program settings by the definitions given. Cities whose populations range from 25,000 to 100,000 are hardly rural in the usual sense of the word. This was recognized by the investigator and the choice was his. At the same time, other programs were unique in other respects and did not suit their program setting designations neatly. An example would be the ABE programs that are held by

the Department of Corrections.

In order to make comparisons of specified program settings, it was necessary to identify individual teacher returns. This was done by assigning numbers to each questionnaire. The procedure was explained to teachers by letter with assurance that anonymity would be guarded. This promise of confidentiality was considered inviolable.

A four digit number was used on all survey forms. The first digit had reference to a regional setting, and the last three digits were an individual teacher designation within the region. Individual ABE programs were alphabetically arranged within appropriate regions. Thus, all teachers in a given program were grouped together permitting easy reference for purpose of analysis when desired. For example, Kansas City was located in Region II. Thirty-seven teachers were employed in the city. Identification numbers were 2011 - 2048 inclusive. As returns came in they were grouped by regions and data processing proceeded systematically.

RETURNS

Reliability of findings and conclusions of a survey study depend on whether returns received are truly representative of the target population sampled. Questionnaires were sent to 515 teachers altogether. Five were returned by the post office as "address unknown" or "unclaimed." This loss lowered the potential total return to 510. Altogether 336 teachers mailed back usable returns giving a percentage of 65.1. Table 1 shows the number of returns and percentages of the population comprising each of the specific program settings. The largest number of teachers for any given program setting was found in the rural. With the exception of Springfield, where 92.0 percent of the teachers returned their forms, rural program teachers also had the highest percentage of returns (69.8).

Table 1

NUMBERS AND PERCENTAGES OF ABE TEACHERS
COMPRISING SPECIFIC ABE PROGRAM SETTINGS

ABE Program Setting	Program Population Data				
	Potential Total Return	Returns (Actual)	Percent Returned	Percent of Missouri Total Sample (336)	Percent of Missouri Urban Returns (72)
National Urban	*	1135	*	----	----
Missouri (Total)	510	336	65.1	----	----
Missouri Urban	127	72	56.7	21.4	----
Suburban	95	63	66.3	18.8	----
Rural	288	201	69.8	59.8	----
Kansas City	37	21	57.0	----	29.2
St. Louis	77	39	51.0	----	54.1
Springfield	13	12	92.0	----	16.7

*Total population unknown; data not available

In tables presented in the next section of this report all figures represent percentages of teachers who responded in a particular way for each program setting. As Table 1, above, shows, the number of teachers in the different settings varies a great deal. Rural teachers, for example, make up almost 60 percent of the Missouri total, while urban and suburban each roughly approximate 20 percent of the total. Since rural teachers contribute most to the total percentage for Missouri, it will be seen that the two percents also closely approximate one another in numerous instances. Slight differences in urban teacher responses, on the other hand, have less effect on the total Missouri proportions (about

one-third in fact, in comparison with the effect of rural).

The same is true of the total percentages for Missouri urban program settings: St. Louis teachers represent about one-half of all urban teachers responding, Kansas City teachers less than one-third and Springfield teachers only about 17 percent. As a result, St. Louis teacher responses tend to markedly effect the total Missouri urban percentage figure to a greater extent than Kansas City or Springfield teachers do.

CHAPTER II

ANALYSIS OF THE DATA

INTRODUCTION

This survey was carried out to achieve two major purposes. The first purpose was to determine needs in Adult Basic Education, as perceived by teachers, according to predetermined program settings. It was anticipated that results of the study would be useful to State Department of Education officials, to individual ABE program directors and teachers in Missouri and to teacher trainers.

The second major purpose of the study was to provide a model for interested investigators in other states and/or regions. Cooperation will be extended by the Center for Resource Development in Adult Education to those wishing to use the model as well as for sharing the data from the study that is now stored for ready retrieval.

It was pointed out in the previous section of this report that results of the study are based on a teacher survey return of 65.1 percent of all ABE teachers in Missouri, or a total of 336 individuals. These teachers represented 70 of the 73 individual ABE program sites in the state.

The questionnaire form that was used in the study contained thirty-three questions. These 33 questions were grouped together in five clusters according to their relationships with one another. The clusters of related questions are referred to as "dimensions" of the study. The five dimensions include the following: 1) Demographic (statistics on both teacher and program), 2) Paraprofessional Aides, 3) ABE Student, 4) Professional Preparation of ABE Teachers and 5) ABE Program.

In the sections of the report that follow the data is analyzed by dimension in the chronological order noted above. A brief introductory

overview is given first, followed by a general narrative summary for the specific question or facet of the dimension. This summary is succeeded by a tabulation of the results with reference to specified program settings. All percentages reported in tabulations denote proportions of ABE teachers who responded in the manner designated by the table. In some cases two or three percentages are given for a particular item. The writer has tried to explain the meaning of each multiple percentage in the narrative preceding the table. At the conclusion of this section a detailed summary of the findings is presented, again by dimension.

The reader should bear in mind that specified program settings (columns in the tables) were arbitrarily selected by the writer in consultation with the State Director of Adult Education. More elaborate discussion of the rationale and procedures in their selection may be found in the first section of the report, above. Briefly, the several program settings refer to (left to right by columns) 1) the National Urban ABE Teacher Study, 2) Missouri teachers as a total group, 3) large urban settings (pop. over 100,000) of Kansas City, St. Louis and Springfield, 4) the three large cities combined, 5) suburban programs near the three large cities and 6) rural program teachers.

DEMOGRAPHIC DIMENSION

Demographic information presented in the pages that follow bears reference to both ABE teachers and programs. Statistics pertaining to teachers include age and sex distributions. Descriptive program data deals with ratios of part-time vs. full-time employment, the nature of full-time employment of teachers, time of day when ABE classes convened and the types of facilities that served as classrooms for instruction.

DISTRIBUTION OF ABE TEACHERS BY AGE

For the most part, a fairly even distribution of age was found from under 30 through age 59. A lower proportion was found generally in the age 60 and older bracket.

St. Louis tended to have more teachers age 49 and under; Springfield more age 40 and over. Overall the age distribution among National urban teachers ran slightly younger than for Missouri teachers, although proportions are similar.

Table 2 gives the distribution of ABE teachers by age.

Table 2

DISTRIBUTION OF ABE TEACHERS BY AGE (PERCENTAGES)

Age	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
Under 30	27.0	23.4	15.4	30.8	9.1	22.4	19.0	25.1
30-39	27.9	23.4	19.2	28.2	18.2	23.7	25.9	22.6
40-49	22.9	19.8	23.1	30.8	18.2	26.3	13.8	19.1
50-59	16.4	21.0	19.2	7.7	36.4	15.8	29.3	20.6
60-older	5.9	12.3	23.1	2.6	18.2	11.8	12.1	12.6

DISTRIBUTION OF ABE TEACHERS BY SEX

The female - male ratio across program settings was, with the exception of Springfield, approximately three to two in favor of females. Springfield reversed the ratio having roughly three male teachers to two females.

Table 3 shows the distribution of ABE teachers by sex.

Table 3

DISTRIBUTION OF ABE TEACHERS BY SEX (PERCENTAGES)

Sex	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
Female	61.3	61.1	53.8	66.4	41.7	58.4	58.6	62.3
Male	38.7	38.9	46.2	33.3	58.3	41.6	39.7	37.7

FULL-TIME AND PART-TIME EMPLOYMENT

It is well known that most ABE programs are convened during the evening hours and consequently rely to a large extent on part-time staff members to carry out the instructional program. Locations where daytime programs are held generally have more full-time teachers.

Some variation of part-time, full-time ratios existed throughout program settings in the survey. Missouri had approximately 10 percent more part-time teachers than did the National group of teachers. On the other hand, Missouri urban programs had about the same ratio as the National urban. Proportionately, Kansas City and Springfield employed more full-time teachers than did St. Louis.

Virtually no full-time teachers were used in suburban programs while rural programs approximated the ratio of Missouri as a whole.

Table 4 indicates the proportion of part-time and full-time employment of ABE teachers.

Table 4

PROPORTION OF PART-TIME AND FULL-TIME EMPLOYMENT OF ABE TEACHERS

Employment	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
Part-time	80.1	89.2	64.0	89.7	75.0	78.9	98.3	90.5
Full-time	19.9	10.8	36.0	10.3	25.0	21.1	1.7	9.6

FULL-TIME POSITIONS OF PART-TIME ABE TEACHERS

It was found (and expected) that the great majority of teachers in ABE teach part-time in evening programs. Further inquiry was made of these teachers to determine the nature of their full-time employment, which in turn would provide some information about experiential background that is brought to ABE.

The results of the survey indicated a broad variety of working fields, although education specialties of different kinds predominated. The single largest group of ABE teachers work full-time as elementary or secondary school teachers. In Missouri, there was a slightly greater percentage who were secondary school teachers than elementary. In the National urban survey there were slightly more elementary teachers than secondary.

There were a number of other educational areas represented. These areas included guidance counselors, school administrators, special education teachers, reading specialists, retired teachers and college instructors. None of these fields represented a large proportion of the total.

Of so-called non-educational groups, housewives represented the largest proportion of ABE teachers. The percentage was larger in the National survey than in Missouri. It should be noted, however, that while homemaking may represent the teacher's full-time job, it does not suggest professional training or experience that is brought to ABE.

There are almost as many fields of endeavor represented in "other" column as there were teachers responding. Included were editor, bookkeeper, store manager, welfare or social worker, and salesman, to

mention but a few.

Table 5 shows percentages of full-time occupations held by part-time ABE teachers.

Table 5

FULL-TIME POSITIONS OF PART-TIME ABE TEACHERS

Full-time position	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
Elementary sch. teacher	29.0	25.1	5.6	24.3	0.0	15.6	20.7	29.7
Secondary sch. teacher	25.6	33.2	44.4	24.3	33.3	31.3	37.9	32.4
Guidance counselor	3.0	3.6	5.6	2.7	0.0	3.1	1.7	4.3
Sch. Admn. or supervisor	5.0	5.9	0.0	18.9	0.0	10.9	6.9	3.8
Housewife	18.5	9.4	5.6	5.4	33.3	9.4	15.5	7.6
College student	0.0	1.6	0.0	2.7	0.0	1.6	0.0	2.1
Special Ed. teacher	0.0	3.3	0.0	8.1	0.0	4.7	0.0	3.8
Retired teacher	0.0	2.0	5.6	2.7	0.0	3.1	1.7	1.6
Univ. or Coll. instructor	0.0	2.3	0.0	2.7	22.2	4.7	0.0	2.1
Other	18.9	13.7	33.3	8.1	11.1	15.6	15.5	12.4

Table 6

FORMER POSITIONS OF FULL-TIME ABE TEACHERS

Position	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
Elementary sch. teacher	26.6	20.0	0.0	50.0	0.0	11.8	33.3	26.7
Secondary sch. teacher	23.2	34.3	50.0	25.0	33.3	41.2	33.3	26.7
Guidance counselor	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sch. Adm. or supervisor	3.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Housewife	7.5	2.9	0.0	0.0	0.0	0.0	0.0	6.7
Other	36.9	42.8	50.0	25.0	66.7	47.1	33.3	40.0

TIME OF DAY WHEN ABE CLASSES ARE HELD

Teachers were asked to indicate whether they taught during the day (before 5 p.m.), in the evening or both day and evening. The largest proportion of teachers taught during the evenings but there were notable program differences. Almost 20 percent more Missouri teachers taught evenings than National urban teachers. Missouri urban teachers, though, approximated the percentages of National teachers.

The city of Springfield had a substantially higher number of teachers (66.7 percent) who taught in the day, which was atypical. Suburban and rural program teachers predominantly taught during the day with higher percentages than any of the urban settings except for St. Louis.

All programs had a lesser percentage of teachers who taught both day and evening. Table 7 gives percentages showing time of day when ABE classes were taught.

Table 7

TIME OF DAY WHEN ABE CLASSES ARE TAUGHT

Time	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
Day (before 5:00 p.m.)	24.4	8.7	23.1	5.3	66.7	21.1	5.2	5.0
Evening	65.5	84.4	61.5	86.8	25.0	68.4	87.9	89.5
Both day and evening	10.0	5.9	15.4	7.9	8.3	10.5	6.9	5.5

Table 8

TYPES OF FACILITIES IN WHICH ABE CLASSES ARE TAUGHT

Facilities	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
Public school building	61.5	72.8	46.2	38.5	100.0	50.6	93.1	75.5
Industrial plant	4.7	4.5	7.7	20.5	0.0	13.0	3.5	1.5
Church	15.7	8.4	15.4	25.6	0.0	18.2	0.0	7.0
Other	18.0	14.3	30.8	15.4	0.0	18.2	3.5	16.0

DIMENSION: PARAPROFESSIONAL AIDES

Paraprofessional aides, employed as adjuncts to teachers and programs, have become widely used and accepted in education at all levels. It wasn't the intent of this survey to ascertain whether aides are needed or what kinds of services they should perform. These qualifications have been established by others. It was known that aides in ABE were being employed in increasing numbers, and were in fact, recognized for making significant contributions to instruction.

In this survey there was concern for obtaining quantitative as well as qualitative information about the paraprofessional from ABE teachers in Missouri. Questions were asked to determine the extent of their employment in the state and the ways in which they serve teachers and programs. Where aides were employed on a regular basis, teachers were asked to judge their importance to with respect to contributions made for increasing the educational effectiveness of programs.

AIDES IN ABE CLASSROOMS

In order to learn more about the employment of aides in ABE, teachers were asked initially whether or not one was assigned to their classroom.

Results reveal that Missouri as a whole employed aides to a greater extent than do programs in large urban settings in the United States. In Missouri urban programs the ratio was more than twice that of National urban programs. St. Louis teachers indicated that aides were employed in two-thirds of their classes. Springfield, on the other hand was exceptional in that no aides were available.

Table 9 gives the percentages of ABE classrooms that have aides available for all program settings.

Table 9

PERCENTAGE OF ABE CLASSES
CURRENTLY ASSIGNED AIDES

Aides	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
Yes	19.2	32.2	29.2	66.7	0.0	44.6	32.7	27.4
No	80.8	67.8	70.8	33.3	100.0	55.4	67.3	72.6

HOW AIDES ARE USED

The manner in which aides were employed was also sought through the survey.

It appears that the way aides were used in Missouri closely paralleled their use Nationally. Approximately one-fourth were co-teachers (mostly), roughly one-third tutor individual students, while between 25-30 percent were engaged in non-teaching tasks. Approximately ten percent were used in other ways including a combination of the three above: recruiting, babysitting and registering new students. Most responses recorded "other" could also be included in non-teaching tasks.

In rural and suburban settings the largest proportion of aides tutored individual students. In Missouri urban the largest numbers were engaged in supportive non-teaching tasks. Considerably fewer were used in this way in suburban and rural programs.

Table 10 shows how aides are currently used in ABE programs.

Table 10

CURRENT USE OF AIDES IN ABE PROGRAMS

Use of Aide	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
Co-teacher (mostly)	27.9	25.2	33.3	14.8	0.0	18.2	23.5	30.2
Tutor indiv. (mostly)	33.3	35.0	0.0	25.9	0.0	21.2	58.8	35.9
Non-teaching tasks	29.6	27.2	33.3	48.1	0.0	45.5	17.7	18.9
Other	9.2	12.6	33.3	11.1	0.0	15.2	0.0	15.1

IMPORTANCE OF AIDES

In view of the extent to which aides are employed and the manner in which they are used teachers were asked to judge their importance to the instructional program.

The largest proportions of teachers felt aides were "very important." Percentages were similar for all program settings (approximately 70 percent). Proportions were also similar between groups responding "somewhat important" (25.1 percent in St. Louis to 31.6 percent in suburban settings).

Few teachers felt that aides were not important and no one in Missouri felt that aides impeded the effectiveness of the instructional program.

Table 11 indicated how teachers judged the importance of aides to the effectiveness of instruction.

Table 11

IMPORTANCE OF AIDES TO THE EDUCATIONAL EFFECTIVENESS OF CLASSROOM INSTRUCTION

Importance of Aide	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
Very important	67.5	71.3	71.4	73.1	0.0	72.7	68.4	71.4
Somewhat	24.5	25.0	28.6	23.1	0.0	24.2	31.6	23.2
Not important	5.6	3.7	0.0	3.8	0.0	3.0	0.0	5.4
Impedes effectiveness	2.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0

DIMENSION: THE ABE STUDENT

The student in ABE was considered a major dimension of the survey. Approximately 25 percent of all questions asked of teachers sought information that would shed light on interpersonal relationships, teacher attitudes toward students, views concerning problems and judgments related to impact of ABE on students.

TEACHER PERCEPTIONS OF THE ABE STUDENT

How do ABE teachers view the students who attend classes? Teachers were asked to consider nine characteristics that are sometimes attributed to students by educators in adult education. A list of these characteristics may be found in the context of the questionnaire in Appendix (p. 92), or briefly stated in the stub column of Table 12. Responses were as to proportion of students who possessed a given characteristic.

Results varied considerably within Missouri program settings, although teachers in the state as a whole were in close agreement with results of the National urban group. Most students, the majority, were viewed by teachers throughout the state as well as in National urban settings as:

1. highly motivated
2. lacking self confidence
3. warm and friendly
4. unresentful of authority
5. having realistic expectations of what is required
6. not being hypersensitive to criticism
7. hard workers in class
8. not being of low intellectual ability
9. not being hard-ghetto poor

Suburban and rural ABE teachers were also in agreement with the above, although percentages were higher almost uniformly for teachers in suburbia. Rural teacher results fairly closely approximated those of the state.

Urban teachers as a group also supported the trend of results above,

although percentages of highly motivated students were lower. Springfield teachers felt the majority of students were not highly motivated. St. Louis teachers were evenly divided regarding student self-confidence: 50 percent viewed them as self confident, 50 percent as not self confident.

Missouri urban teachers as a group, and in individual program settings considered fewer of their students to be so called "hard-core ghetto poor" than did the National urban teachers.

Table 12 gives proportion of students possessing given characteristics as perceived by their teachers for the eight program settings. In reading the table it should be noted that percentages above the line refer to responses indicating 50-100 percent of students possessed the trait, while the percentage below the line referred 0-49 percent of students possessed the trait.

Table 12

PROPORTIONS OF STUDENTS POSSESSING GIVEN CHARACTERISTICS AS PERCEIVED BY TEACHERS

Characteristics	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
Highly motivated	72.5 / 27.5	66.6 / 33.4	53.8 / 46.2	66.7 / 33.3	25.0 / 75.0	55.8 / 44.1	88.9 / 11.1	65.6 / 35.4
Lack of self-confidence	41.8 / 58.3	44.9 / 55.1	44.0 / 56.0	50.0 / 50.0	33.3 / 66.7	45.3 / 54.7	42.3 / 57.7	45.5 / 54.5
Warm and friendly	94.3 / 5.8	94.2 / 5.8	84.6 / 15.4	97.4 / 2.6	91.7 / 8.3	92.1 / 7.9	100.0 / 0.0	93.4 / 6.6
Resents authority	5.8 / 94.2	6.9 / 93.1	8.3 / 91.7	2.6 / 97.4	0.0 / 100.0	4.0 / 96.0	0.0 / 100.0	9.9 / 90.1
Unrealistic expectations	25.4 / 74.7	22.5 / 77.5	40.0 / 60.0	15.4 / 84.6	25.0 / 75.0	25.0 / 75.0	17.3 / 82.7	22.9 / 77.1
Hypersensitive to criticism	10.9 / 89.2	10.7 / 89.3	13.0 / 86.9	7.7 / 92.3	0.0 / 100.0	8.1 / 91.9	10.4 / 89.6	11.7 / 88.3
Works hard in class	88.4 / 11.5	87.5 / 12.5	80.8 / 19.2	92.3 / 7.7	75.0 / 25.0	85.7 / 14.2	87.3 / 12.7	88.3 / 11.7
Low intellectual ability	19.7 / 80.3	18.2 / 81.8	8.3 / 91.7	15.4 / 84.6	8.3 / 91.7	12.0 / 88.0	13.0 / 87.0	21.9 / 78.1
Hard-core ghetto poor	25.7 / 74.3	8.9 / 91.1	12.5 / 87.5	10.5 / 89.5	8.3 / 91.7	10.8 / 89.2	10.2 / 89.8	7.9 / 92.1

*Percentage of teachers who indicated that 50-100 percent of students possess trait

**Percentage of teachers who indicated that 0-49 percent of students possess trait

PUBLIC SCHOOL TEACHERS EMPLOYED IN ABE AND THEIR PERCEPTIONS OF CHILDREN AND ADULTS

It is noteworthy that a high percentage of ABE teachers are employed full-time as elementary and secondary school teachers. The bulk of their teaching time is spent in classrooms with young children or youth. Their work in ABE obviously presents a contrast with respect to the learner. Adults in ABE, for the most part, are attempting to acquire basic skills commonly learned in the school grades, but for numerous reasons did not do so. How different is the adult learner in ABE from the children and youth of school age as perceived by teachers who instruct both? How does the ABE classroom environment differ from the public school classroom.

Teachers in ABE who teach full-time in the public schools were surveyed to contrast their experience with children and adults. Eleven characteristics of the learner and the classroom were included in the questionnaire. Results of analysis of teacher responses included the following.

1. ABE teachers strongly disagreed that adults are less intellectually curious than children and youth they instruct in public schools.

2. There was strong agreement that the ABE classroom atmosphere is more relaxed and informal than public school classroom.

3. Teachers strongly disagreed as a group that adult students are less capable of learning.

4. With respect to autonomy in the classroom there was a high degree of neutrality. More teachers strongly agreed that there was greater autonomy in ABE classrooms than strongly disagreed, but many indicated no great conviction between the two.

5. There was strong disagreement in most program settings when teachers were asked if adult students were more homogeneous in ability and achievement than public school students. Urban teachers (National and State) expressed more strong disagreement than rural teachers, who were almost evenly divided.

6. Teachers strongly disagreed that adult students were less highly motivated than public school students. Springfield teachers were evenly divided.

7. On the other hand, a large proportion of teachers agreed that adult students need more encouragement than children and youth in their class work. Suburban teachers were evenly divided, being the exceptional program setting.

8. There was no strong position taken to the statement, "My adult students have more positive self-images." Strong agreement and strong disagreement were closely alike. A higher number of teachers indicated neutrality.

9. Teachers strongly agreed to a greater extent than disagreed that they felt closer to their adult students. Again, strong neutral responses were made.

10. While there was substantial neutrality, a larger percentage of teachers in all program settings (exception Springfield) strongly agreed that teaching adults is more satisfying.

11. In general teachers strongly disagreed that they were more adequately prepared to teach adults. Greater strong disagreement was evidenced in suburban and rural programs than urban. Missouri urban teachers as a whole were evenly divided. A strong neutral response was found for all teachers in all program settings.

Table 13 gives percentages of teachers who work full-time in public school settings and how they contrast teaching experience with children and adults. Three percentages are given for each contrasting characteristic by program setting. The three proportions represent those teachers who strongly disagreed (SD) to a statement, were down the middle (N) or strongly agreed (SA).

Table 13

ABE TEACHERS WHO ARE FULL-TIME ELEMENTARY-SECONDARY SCHOOL TEACHERS AND HOW THEY CONTRAST TEACHING EXPERIENCE WITH CHILDREN AND ADULTS

Experience		ABE Program Setting							
		Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
		%	%	%	%	%	%	%	%
Adults less curious	*SD	70.8	70.1	76.9	65.5	66.7	68.9	80.5	67.6
	N	17.5	16.2	15.4	27.6	0.0	22.2	4.9	17.5
	SA	11.7	13.7	7.7	6.9	33.3	8.9	14.6	14.9
ABE classrm. more relaxed	SD	5.9	6.8	15.4	6.7	0.0	8.9	2.4	7.4
	N	7.5	22.3	23.1	13.3	33.3	17.2	14.7	10.0
	SA	86.6	70.9	61.5	80.0	66.7	73.9	82.9	82.6
Adult students less capable	SD	71.3	62.7	84.5	70.0	66.7	73.9	61.0	59.7
	N	19.1	23.7	7.8	16.3	33.3	15.2	26.8	25.5
	SA	9.6	13.6	7.7	13.7	0.0	10.9	12.2	14.8
More profess. autonomy in ABE	SD	20.5	18.1	15.4	24.1	33.3	22.2	7.7	19.6
	N	30.7	44.5	46.1	48.3	33.4	46.7	43.6	44.0
	SA	48.8	37.4	38.5	27.6	33.3	31.1	43.7	36.4
Adult students more homogeneous in ability	SD	51.3	46.1	46.1	51.6	100.0	53.3	59.0	40.4
	N	25.0	30.3	38.5	27.7	0.0	28.9	25.6	22.2
	SA	23.7	23.6	15.4	20.7	0.0	17.8	15.4	37.4
Adult students less motivated	SD	76.5	68.6	69.2	63.3	33.3	63.0	87.8	65.1
	N	13.3	15.7	7.8	26.7	33.4	21.8	7.3	16.1
	SA	10.2	15.7	23.0	10.0	33.3	15.2	4.9	18.8
Adult students need more encour.	SD	31.0	22.9	23.0	30.0	0.0	26.1	34.2	18.8
	N	24.9	28.1	30.9	23.4	33.3	26.1	29.2	28.2
	SA	44.1	49.0	46.1	46.6	66.7	47.8	36.6	53.0

*SD - Strongly disagree
N - Neutral
SA - Strongly agree

(Table continued on following page)

Table 13
(continued)

Experience		ABE Program Setting							
		Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
		%	%	%	%	%	%	%	%
Adult students have more positive self-images	*SD	30.2	29.6	23.0	27.6	33.0	26.7	27.5	31.0
	N	32.6	42.6	38.5	44.8	66.7	44.4	40.0	42.8
	SA	37.2	27.8	38.5	27.6	0.0	28.9	32.5	26.2
I feel closer to my students	SD	18.8	17.1	15.4	20.0	33.0	19.6	10.0	18.2
	N	37.9	53.0	39.5	43.4	66.7	43.5	47.5	57.5
	SA	43.3	29.9	46.1	36.6	0.0	36.9	42.5	24.3
Teaching adults is more satisfying	SD	14.2	11.6	7.7	10.0	0.0	8.7	10.0	12.9
	N	28.1	44.7	30.8	40.0	100.0	41.3	40.0	47.0
	SA	57.7	43.7	61.5	50.0	0.0	50.0	50.0	40.1
I am more adequately prepared to teach adults	SD	33.5	29.9	0.0	26.7	66.7	21.7	32.5	31.7
	N	48.9	57.1	76.9	56.6	33.3	60.9	52.5	57.3
	SA	17.6	13.0	23.1	16.7	0.0	17.4	15.0	11.0

*SD - Strongly disagree
N - Neutral
SA - Strongly agree

REASONS STUDENTS ENROLL IN ABE CLASSES

Recognizing that most students come to ABE classes in order to qualify for better jobs, or to learn the English language, there was interest in finding out more about those who come for other reasons. Teachers were asked to make as accurate an estimate as possible of the numbers of students who come to ABE for family related reasons (e.g., to help children with homework), or for leisure related reasons (e.g., personal growth, to meet other people). Responses to each of these reasons is considered separately.

Family Related Reasons

Of all students enrolled most teachers felt that fewer than ten percent of students were enrolled for this reason. The percentages of teachers were small that estimated fifty percent or more of their students came for this reason. National urban teachers found a higher proportion coming for this reason than did Missouri teachers in any of the program settings analyzed. This reason, however, does seem to be a significant one for attending ABE classes according to teachers.

Table 14 indicates proportions of students who enroll for family related reasons.

Leisure Related Reasons

A substantially greater proportion of students seem to enroll for this reason in all ABE program settings than for family reasons. This is especially noted in suburban programs and in the Kansas City program. Fewer students enroll for this reason in the Springfield program it would appear.

Table 15 denotes proportions of students who enroll for leisure related reasons.

Table 14

PROPORTION OF STUDENTS WHO ENROLL IN ABE CLASSES FOR FAMILY RELATED REASONS (e.g., help children with homework)

Proportion	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
0-10%	45.3	44.2	50.0	51.4	41.7	49.3	50.9	40.4
11-24%	22.0	26.3	25.0	32.4	16.7	27.4	26.4	25.9
25-49%	18.1	20.4	20.8	10.8	33.3	17.8	18.9	21.8
50% or more	14.5	9.1	4.2	5.4	8.3	5.5	3.8	11.9

Table 15

PROPORTION OF STUDENTS WHO ENROLL IN ABE CLASSES FOR LEISURE RELATED REASONS (e.g. meet other people, personal growth)

Proportion	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
0-10 %	32.6	35.9	38.5	30.8	50.0	36.4	29.8	37.4
11-24%	22.2	21.6	19.2	33.3	25.0	27.3	17.5	20.5
25-49%	21.2	17.6	11.5	15.4	8.3	13.0	17.5	19.5
50%-over	24.0	24.9	30.8	20.5	16.7	23.4	35.1	22.6

STUDENT ABSENTEEISM

It was found in examining factors that interfere with teaching and learning that irregular attendance was considered by teachers as the number one deterrent. Teachers were also asked to estimate what proportions of their students were absent at any one class meeting. Most teachers estimated that 10-24 percent were absent from a given class session. Next in order of frequency was 25-49 percent of the class. Generally, 12 percent or fewer were absent 50 percent or more of the time in any program setting.

Proportions for National, Missouri urban, suburban and rural were roughly similar. Springfield teachers reported the largest percent that was absent 10 percent of the time or less (58.3 percent).

Table 16 gives teacher estimates of student absenteeism at any one class meeting.

Table 16

TEACHER ESTIMATES OF STUDENT ABSENTEEISM
AT ANY ONE CLASS MEETING

Absenteeism	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
less than 10%	28.2	21.5	26.9	10.8	58.3	24.0	17.5	21.6
10-24%	41.3	37.5	34.6	40.5	16.7	34.7	49.1	35.2
25-49%	23.7	31.1	26.9	37.8	25.0	32.0	26.3	32.2
50% or more	6.8	10.0	11.5	10.8	0.0	9.3	7.0	11.1

STUDENT DROPOUTS

A problem widely recognized in Adult Basic Education classes throughout the United States is students dropping out before they have achieved their objectives. The survey attempted to find out what proportions of students leave their classes after the first five weeks of the program.

The largest number of teachers for all program settings but one indicated that 10-24 percent of their students dropped after the first five weeks. More teachers in Missouri than Nationally noted 25-49 percent of their students left during this time. Relatively fewer teachers indicated that 50 percent or more left.

There were a few differences among Missouri program settings. Teachers in suburban programs placed more students in the 25-49 percent range than did urban and rural teachers. The largest proportion of Springfield teachers found less than ten percent of their students dropping out.

However, overall, larger percentages of teachers in Missouri indicated that 25 percent or more students dropped out of programs than did teachers in the National survey.

Table 17 gives proportions of students who have dropped out of class after five weeks for some reason.

Table 17

PROPORTION OF STUDENTS WHO HAVE DROPPED
OUT OF ABE CLASS AFTER FIRST FIVE WEEKS

Proportion	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
Less than 10%	37.0	26.4	30.8	21.1	54.5	29.3	24.6	25.9
10-24%	40.0	39.8	38.5	42.1	9.1	36.0	38.6	41.6
25-49%	16.9	24.6	15.4	28.9	36.4	25.3	31.6	22.3
50% or more	5.3	9.1	15.4	7.9	0.0	9.3	5.3	10.2

REASONS FOR DROPOUTS

In pursuing the question of student dropouts in Missouri teachers were asked to judge the importance of five common reasons. They were asked to rank in order of importance reasons including, moving away, work schedule, childcare, discouragement over progress and fear of personal safety.

Both National and Missouri teachers proportionally, agreed on the relative order of importance of the five reasons. The order was as follows.

1. Work schedule
2. Childcare
3. Discouragement over progress
4. Moving away
5. Fear of personal safety

The first two reasons: work schedule and childcare, were considered of greater importance for student dropouts by a wide margin over the last three reasons.

In Missouri programs fear of personal safety was generally felt to be of negligible importance. St. Louis program teachers (5.5 percent) gave this reason comparable importance to National teachers (6.7 percent).

Suburban teachers judged discouragement over progress as of more importance for dropping out than teachers in other program settings.

Table 18 indicates the judgment of teachers as to the importance of reasons accounting for the dropout problem in ABE.

Table 18

TEACHER JUDGMENT OF IMPORTANCE OF REASONS
THAT ACCOUNT FOR THE DROPOUT PROBLEM IN ABE

Reasons for Dropouts		ABE Program Setting							
		Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
		%	%	%	%	%	%	%	%
Moving away	*GI	29.7	25.2	27.2	14.3	30.0	20.9	10.0	30.7
	LI	43.0	50.3	50.0	62.7	40.0	55.2	66.0	44.5
Work schedule	GI	84.8	87.4	87.0	94.5	60.0	87.1	96.5	84.7
	LI	3.8	3.8	4.4	2.7	0.0	2.8	0.0	5.3
Childcare	GI	51.7	57.5	60.8	48.6	90.0	58.6	52.9	58.3
	LI	18.5	12.4	8.7	24.3	10.0	17.1	7.8	11.9
Discouraged over progress	GI	32.9	30.6	27.2	33.3	20.0	29.4	44.2	27.2
	LI	44.6	39.4	45.4	33.3	50.0	39.7	28.9	42.4
Fear of personal safety	GI	6.7	2.3	0.0	5.5	0.0	3.0	0.0	2.8
	LI	85.2	90.6	90.3	77.6	100.0	85.1	93.9	91.8

*GI - Great importance
LI - Little or no importance

STUDENT PROGRESS

Teachers were asked to judge what proportion of current ABE students were making satisfactory progress in class.

The largest proportion of teachers in all program settings noted that 50-74 percent of their students were progressing satisfactorily. Proportions of teachers judging students so varied only by a few percentage points. Again, the National group of teachers were in relatively close agreement with Missouri teachers.

Roughly 70-80 percent of all teachers felt that over half of their students were making satisfactory progress.

Table 19 indicates the proportion of current ABE students making satisfactory progress according to their teachers judgments.

Table 19

PROPORTION OF CURRENT ABE STUDENTS
MAKING SATISFACTORY PROGRESS IN CLASS

Proportion	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
0-24%	4.1	5.1	7.7	0.0	8.3	3.9	8.6	4.5
25-49%	17.4	21.3	26.9	30.8	8.3	26.0	20.7	19.6
50-74%	47.2	43.7	42.3	46.2	41.7	44.2	43.1	43.7
75-100%	31.3	29.9	23.1	23.1	41.7	26.0	27.6	32.2

DOES ABE MAKE A DIFFERENCE?

The question of general impact of ABE on the lives of adult students was sought from the teacher's viewpoint. The survey asked teachers to judge the degree of difference they perceived it had.

Just over 50 percent of National and Missouri teachers felt that ABE made a "great difference" to the life changes of the average adult student. These groups of teachers, proportionately, were in agreement on "some differences." Proportions of teachers who felt ABE made "little difference" were slight. In Missouri no teachers indicated that ABE made "no difference" on students.

Among Missouri program settings several variations in response were evident. Urban teachers to a greater extent than suburban or rural teachers felt that ABE made a "great difference." While rural teachers approximated the National and overall Missouri figures proportionately, suburban teachers indicated that ABE made a "great difference" with less frequency.

Table 20 shows percentages of teachers and their judgment of the extent to which ABE makes a difference in the life changes of adults.

EXTENT TO WHICH ABE MAKES A DIFFERENCE
IN LIFE CHANGES OF ADULT STUDENTS

Difference	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
Great difference	55.2	52.6	69.2	59.5	75.0	65.3	42.1	50.8
Some difference	43.1	45.6	26.9	37.8	25.0	32.0	56.1	47.7
Little difference	1.6	1.8	3.8	2.7	0.0	2.7	1.8	1.5
No difference	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0

DIMENSION: PROFESSIONAL PREPARATION OF ABE TEACHERS

Teacher preparation for ABE, including past experience in the field, represented a second major dimension of the study. The questions were of two general types. The first type of question intended to indicate basic factual data about the amount of experience and training activities in which teachers participated. The second type of question attempted to evoke judgments about training activities, adequacy of preparation for teaching adults and satisfaction realized in ABE teaching. With respect to the above concerns teachers were asked to suggest areas of training they felt were most needed to increase their preparation.

YEARS OF TEACHING EXPERIENCE

Teachers were asked in the survey to note the number of years they had taught, including the current year, in ABE programs. Missouri and National urban teachers in their first year of ABE represent a comparable proportion. Approximately sixty-five percent of the National population had taught three years or less as compared to approximately fifty-one percent in Missouri. Overall, Missouri had a larger proportion of teachers who have had more than three years experience.

Within the state there was considerable variation between ABE program settings. Urban settings, especially Kansas City and Springfield, had substantially greater proportions of teachers with four or more years of experience than the suburban or rural program settings. St. Louis was exceptional among the three big cities with a proportion of beginning teachers more comparable to the suburban and rural groups.

Table 21 indicates years of experience teachers have had in ABE according to the various program settings.

Table 21

YEARS OF ADULT BASIC EDUCATION TEACHING EXPERIENCE

Years of Experience	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
One	29.8	26.9	3.8	23.7	8.3	14.5	24.1	32.5
Two or three	35.4	24.4	7.7	26.3	0.0	15.8	31.0	27.5
Four or five	19.2	22.5	50.0	28.9	33.3	36.8	19.0	18.0
Six or seven	9.2	12.6	7.7	15.8	41.7	17.1	8.6	12.0
8 or more	9.1	12.6	30.8	5.3	16.7	15.8	17.2	10.0

EXTENT OF PRE OR IN-SERVICE TRAINING IN ABE

The vast majority of ABE teachers, both Nationally and in Missouri, reported they have had pre-service or in-service training specifically related to Adult Basic Education. The proportion ran slightly higher in Missouri.

In Missouri, teachers in the urban settings have had pre or in-service work to a greater extent than teachers in the suburban or rural settings. Indeed, the teacher in a Missouri urban district who had not had pre or in-service training appeared to be a rarity.

Table 22 provides results of teacher responses to whether they have had pre-service or in-service training related to Adult Basic Education.

Table 22

PERCENTAGE OF ABE TEACHERS WHO HAVE HAD
PRE- OR IN-SERVICE TRAINING SPECIFICALLY RELATED TO ABE

Training	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
Yes	79.8	85.6	92.3	94.9	100.0	94.7	86.2	81.9
No	20.2	14.4	7.7	5.1	0.0	5.3	13.8	18.1

SELECTED TYPES OF TRAINING ACTIVITY

While a substantial proportion of teachers in all programs stated they had had pre or in-service training in ABE, further inquiry was made regarding the kinds of training activities they had experienced. Four common training activities in ABE were listed from which teachers indicated whether they had participated or not. These activities included local workshops, observations of experiences teachers, regional summer workshops and adult education coursework.

Local workshops appeared to be the most commonly attended type of training activity for Missouri and National groups. Although, in Missouri the regional summer workshop also found a high proportion of participation. Observation of experienced teachers and attending adult education courses are rarer experiences for all teachers than the workshops.

Ability to enroll in adult education courses is determined by the availability of college instructors through extension services or ABE program proximity to a college or university with adult education staff. Teachers in Kansas City programs, as a group, had the highest proportion of adult education coursework, with teachers in rural areas closely following.

Table 23 gives percentages of ABE teachers who have participated in selected kinds of training activities according to ABE program settings.

Table 23

PERCENTAGES OF ABE TEACHERS WHO HAVE PARTICIPATED IN SELECTED TYPES OF TRAINING ACTIVITY

Training Activity	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
Local Workshop	68.4	61.6	80.8	92.3	100.0	84.4	70.6	49.6
Observ. of experienced teachers	33.5	25.3	26.9	20.5	0.0	27.3	31.0	22.4
Regional Summer Workshop	24.9	61.0	69.2	51.3	0.0	58.4	60.7	61.6
AE Course-work	29.1	24.7	42.3	17.9	0.0	28.6	17.2	39.9

TEACHER EVALUATION OF TRAINING ACTIVITIES

Teachers were asked, in addition to identifying specific training activities they had, to indicate how helpful they felt the work was to them in ABE. This evaluation was done by rating activities in which they had participated from a point of "little or no help" to a point of "great help."

Taking the two types of workshops in which more teachers participated, it was found that regional summer workshops were felt to be of "great help" by more teachers than local workshops. It should be noted that percentages of teachers who felt these workshops were of "little or no help" were small for both types (summer regional and local) as well. The largest percentages were found between the extremes, or only moderately helpful. Variations in Missouri indicated that urban teachers found workshops of "great help" to a larger extent than did suburban or rural teachers. Suburban teachers, more than the others, scored workshops of "little or no help."

Those teachers who had opportunity to observe their colleagues, or to take adult education coursework, indicated these activities were of "great help" to a greater degree than did those participating in workshops. Smaller proportions of teachers indicated these activities were of "little or no help", as well. Suburban ABE teachers were less supportive, but a large proportion felt observations and coursework were if only moderate help.

Table 24 summarizes ABE teacher evaluations of training activities across program settings. Percentage figures noted above the lines refer to teacher evaluations of "little or no help" (LH); those percentage

figures below the line, "great help" (GH). By adding the upper and lower percentages and subtracting the total from one hundred, the result gives the reader the proportion of teachers who felt the activity was of some help.

Table 24

TEACHER EVALUATION OF PRE- OR IN-SERVICE TRAINING ACTIVITIES

Training Activity		ABE Program Setting							
		Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
		%	%	%	%	%	%	%	%
Local Workshop	*LH	10.0	9.3	4.8	5.6	0.0	4.6	20.0	8.1
	GH	42.2	38.2	57.1	36.1	16.7	41.5	37.5	36.4
Observ. of experienced teacher	LH	10.4	5.7	0.0	0.0	0.0	0.0	5.3	8.3
	GH	46.3	58.0	57.1	75.0	33.3	66.7	42.1	60.4
Regional Summer Workshop	LH	9.4	16.1	11.1	15.0	8.3	13.3	21.9	15.6
	GH	55.1	45.2	55.6	50.0	25.0	51.1	43.8	43.4
AE Course-work	LH	8.7	4.8	0.0	14.3	0.0	4.5	11.1	3.9
	GH	52.3	62.7	72.7	28.6	16.7	54.5	33.3	71.2

*LH - Little or no help
GH - Great help

ADEQUACY OF PREPARATION FOR ABE

In view of teacher participation in training activities and the degree of helpfulness of such activities, teachers were asked to estimate the adequacy of their preparation for teaching in ABE programs.

Across all program settings results of the inquiry revealed that almost all teachers saw their preparation as either "very adequate" or "adequate." An insignificant proportion felt it was "inadequate." One person in a rural program viewed his preparation as "very inadequate."

Missouri urban teachers indicated that their preparation was "very adequate" to a greater extent than other groups. More teachers scored themselves "adequate" than any other rating.

Table 25 gives resulting percentages for adequacy of preparation for teaching ABE.

Table 25

ADEQUACY OF PREPARATION FOR TEACHING ABE
AS PERCEIVED BY TEACHERS

Adequacy	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
Very adequate	36.1	29.5	37.5	43.6	58.3	44.0	29.8	23.7
Adequate	58.7	66.0	62.5	53.8	33.3	53.3	63.2	71.7
Inadequate	4.2	4.3	0.0	2.6	8.3	2.7	7.0	4.1
Very inadequate	1.0	.3	0.0	0.0	0.0	0.0	0.0	0.5

TOPICS FOR TRAINING ACTIVITIES SUGGESTED BY ABE TEACHERS

As noted above, the proportion of teachers who have participated in training activities related to ABE instruction is high in virtually all program settings. While no information was sought to reveal specific topics of workshops or courses taken, it was felt important to this survey to learn from teachers what topics they believed would be most helpful to them in the future. This question was added to the Missouri survey and did not appear on the questionnaire sent to National urban teachers.

Five broad topics were suggested to teachers with the opportunity provided for writing in others if desired. Those topics suggested included curriculum design, principles of adult learning, counseling of students, methods and materials and individualizing instruction.

The results of this question indicated that in Missouri as a whole help with methods and materials and procedures for individualizing instruction were most sought. A relatively small proportion noted "other" topics than those listed.

There were some differences among program settings. These differences were most pronounced:

1. A greater proportion of St. Louis teachers felt work in curriculum design would be beneficial.
2. Kansas City, St. Louis and suburban teachers indicated more need in principles of adult learning.
3. One-third of Springfield program teachers saw a need for help in counseling students.
4. Individualizing instruction was felt most needed in all program settings with the exception of Springfield.

5. A summary of other suggested topics written in by teachers included testing and diagnosis of student abilities, opportunity for sharing sessions with other ABE teachers, motivation of the adult learner, methods and materials in ESL specifically, and how to develop productive inter-agency relationships.

Table 26 indicates the proportion of ABE teachers in Missouri who expresses a need or desire for specific in-service topics.

Table 26

TOPICS FOR IN-SERVICE EDUCATION FELT MOST NEEDED BY TEACHERS

Topics	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
Designing Curriculum	*	18.7	11.5	28.2	0.0	18.2	13.8	19.9
Principles of Adult Learning		16.9	23.1	23.1	0.0	19.5	22.4	14.4
Counseling Students		16.3	7.7	20.5	33.3	18.2	8.6	17.9
Methods and Materials		37.5	30.8	41.0	41.7	37.7	31.0	38.4
Individualizing Instruction		47.3	57.7	51.3	41.7	51.9	50.0	44.4
Other		9.5	7.7	7.7	8.3	7.8	15.3	8.5

*Data not requested on national survey.

TEACHER SATISFACTION IN ABE

Teaching in ABE as noted above is chiefly a part-time job for most people. It constitutes an overload in many instances that is demanding. Classes for virtually all part-time teachers take place in the evening. A question of importance in light of the above is how satisfying is teaching Adult Basic Education. The question was asked of teachers in this survey.

Possible ratings of teacher satisfaction in ABE ran from "very satisfying" to "not satisfying" on a four point scale. The results for all program settings show a picture of fairly consistent contentment. Ratings of "very satisfying" ranged from approximately 80 percent of teachers in rural programs to over 90 percent in Kansas City. Only two teachers felt ABE was "not very satisfying" (rural) or "not satisfying" (suburban).

Table 27 indicated proportions given by teachers to four levels of satisfaction in teaching ABE.

Table 27

TEACHER SATISFACTION FOUND IN ABE

Satisfaction	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
Very satisfying	85.6	81.8	90.5	89.5	80.0	88.4	82.1	79.3
Fairly satisfying	13.3	17.0	9.5	10.5	20.0	11.6	16.1	19.2
Not very satisfying	0.8	.9	0.0	0.0	0.0	0.0	0.0	1.6
Not satisfying	0.2	.3	0.0	0.0	0.0	0.0	1.8	0.0

DIMENSION: ABE PROGRAM

Concerns related to ABE program comprised the third major dimension of the study. Again, questions asked of ABE teachers were of two types: 1) those that were descriptive-factual, and 2) those that reflected attitudes, judgments and values. Of the first type teachers indicated the kinds of classes they taught and the level(s) of ability of the students who enrolled in their classes. The second type requested teachers to judge the emphasis placed on specified curricular areas, to rate value of common goals in ABE, to judge various factors that may or may not interfere with the teaching-learning process, and finally to reflect feelings they had about administrative-supervisory aspects in ABE.

TYPES OF ABE CLASSES

In Missouri ABE programs, basic education classes predominated. ESL classes are held, but to a much lesser extent. When types of classes held were compared to National urban programs the proportionate differences were noteworthy. ESL classes exclusively, or ESL combined with basic education classes were of greater prevalency Nationally. Suburban programs in Missouri (especially around St. Louis) contain the largest proportion of ESL classes. Table 28 indicates percentages of types of classes found Nationally and in the State of Missouri.

Table 28

TYPES OF CLASSES CURRENTLY TAUGHT BY ABE TEACHERS

Types of Classes	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
ESL	20.9	4.3	7.7	5.3	0.0	5.1	14.0	1.1
Basic Ed. for native born	51.0	79.4	76.9	81.5	75.0	79.2	70.7	81.1
Both ESL and B.E. for native born	19.6	9.0	15.4	13.2	16.7	14.5	7.0	6.5
Other	8.5	7.3	0.0	0.0	8.3	1.2	8.3	11.3

LEVELS OF INSTRUCTION TAUGHT

Attempts both Nationally and statewide to individualize instruction in ABE through homogeneous groupings appeared to be relatively minor. When a grouping was made by level of ability it was done most generally with so-called advanced level students (7 grade equivalence or above). The usual procedure in ABE programs was to mix various ability levels together for instructional purposes. While differences in program settings appeared to be very similar for all comparisons, National urban programs tended to group for various levels of instruction to a greater extent than did programs in the state. Table 29 indicates percentages of teachers and the levels of instruction that they taught.

Table 29

LEVELS OF INSTRUCTION TAUGHT BY TEACHERS OF ADULT BASIC EDUCATION

Levels of Instruction	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
Beginning Level (1-3)	13.5	6.0	0.0	5.6	0.0	2.9	8.6	6.8
Intermediate Level (4-6)	11.9	7.5	4.3	5.6	0.0	4.3	8.6	8.5
Advanced (7-higher)	15.0	28.0	17.4	16.7	45.5	21.4	28.6	30.5
Mixed (more than one level)	59.6	58.5	78.3	72.2	54.5	71.4	54.3	54.2

EMPHASIS GIVEN TO SPECIFIC SUBJECT AREAS

ABE teachers in Missouri indicate that basic skills areas, such as reading and arithmetic, receive a markedly greater emphasis than that given to other areas of concentration. While this would be expected, the order of emphasis given to the curriculum offerings in Missouri suggest priorities given to the needs of students. Reading and language skills are emphasized most, followed by arithmetic, social studies (including civics), consumer education, coping skills, health education and racial heritage. The order of emphasis differed somewhat in the National urban purview, although the level of emphasis was similar for the most part. The single major difference between Missouri as a whole and National urban teachers was in the area of coping where a greater emphasis was placed Nationally.

Differences of note existing within Missouri ABE programs included the following:

1. Teachers in the major urban settings of Kansas City, St. Louis and Springfield place greater emphasis on reading and language art skills than either rural or suburban teachers.

2. Suburban program teachers put less emphasis on the basic skills of reading and arithmetic than do urban or rural teachers. A great consequence emphasis in the suburban setting is placed on social studies and civics concerns.

In Table 30 percentages are given for the degree of emphasis placed on different subject areas as estimated by teachers. Two percentages are included for each subject area in a given ABE program setting. The percentage above the line indicates "little or no emphasis" (L.E.) while the percentage below the line indicates "great emphasis" (G.E.). When the two percentages are added together (L.E. + G.E.) and subtracted from 100

the resulting figure indicates the proportion of teachers who gave a moderate emphasis to the subject area.

Table 30

TEACHER ESTIMATES OF EMPHASIS
GIVEN TO SPECIFIC SUBJECT AREAS

Subject Areas		ABE Program Setting							
		Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
		%	%	%	%	%	%	%	%
Arithmetic	* LE	27.9	15.2	12.5	13.5	16.7	13.7	30.9	11.5
	GE	59.2	75.9	79.6	70.2	83.3	75.3	67.3	78.5
Reading language skills	LE	3.8	5.9	0.0	2.6	0.0	1.3	10.9	6.2
	GE	92.3	86.7	92.4	94.7	91.7	93.3	78.2	86.6
Health Ed.	LE	57.0	50.7	45.5	51.5	25.0	44.9	65.3	48.9
	GE	18.4	14.2	18.2	11.4	16.7	14.5	8.2	15.8
Consumer Ed.	LE	37.7	34.7	30.4	41.6	16.7	33.8	30.8	36.2
	GE	31.3	27.3	34.8	30.5	16.7	29.6	30.8	25.5
Social Studies civics	LE	38.7	29.3	21.8	34.4	27.3	29.0	34.6	27.9
	GE	31.1	35.7	21.8	34.4	36.4	30.4	42.3	35.8
Racial Heritage	LE	56.0	72.0	50.0	60.0	75.0	59.4	68.6	77.5
	GE	19.7	10.4	9.1	25.8	16.7	18.8	9.8	7.5
Coping adult problems	LE	32.4	42.6	36.0	40.1	8.3	32.9	54.0	43.4
	GE	40.6	26.6	28.0	22.9	41.7	27.4	22.0	27.5

*LE - Little or no emphasis
GE - Great emphasis

IMPORTANCE OF ABE GOALS

The survey addressed itself to five specified goals in ABE that are generally accepted throughout the United States. Teachers were asked to rank these goals in order of importance and then to estimate what proportions of their students achieved them by the end of the current program year.

Both Missouri ABE teachers and National Urban ABE teachers agreed that increased self confidence was most important followed by increased ability to cope with adult roles and problems. Percentages of teachers valuing each of these two goals were comparable. Missouri teachers valued the goal, preparation for high school equivalency, more than the National group while the National group of teachers felt that increased competency in language skills was more important than Missouri teachers. The goal, completion of eighth grade equivalency, was given least importance by both groups.

Differences existing among ABE program settings in Missouri regarding the order of importance of goals were slight for rural and urban teachers although weights placed on the goals varied. Suburban ABE teachers, on the other hand, differed from rural and urban teachers in the order of importance of goals and magnitude of their importance. These teachers valued preparation for high school equivalency, increasing competency in language skills and completion of eighth grade equivalency more than their peers throughout the state. They also attached much less value to developing ability to cope with adult life roles and problems than did other ABE teachers in the state.

Table 31 shows the values attached to ABE goals according to pro-

gram settings. Two percentages are given for each goal. The figure above the line indicates "great importance" (G.I.) and the figure below the line "least importance" (L.I.). The proportion of teachers who felt neutral about the goal are represented in the difference between the total (G.I. + L.I.) and 100 percent.

Table 31

TEACHER PERCEPTION OF IMPORTANCE OF ABE GOALS

ABE Goals		ABE Program Setting							
		Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
		%	%	%	%	%	%	%	%
Increased self-confidence	*GI	69.8	72.9	79.1	67.5	80.0	73.2	64.8	75.1
	LI	11.3	10.9	8.3	8.1	10.0	8.4	14.8	10.8
Completion of 8th grade equiv.	GI	13.9	11.5	17.4	8.8	0.0	10.3	17.0	10.6
	LI	72.0	73.9	60.8	79.4	90.9	75.0	68.1	75.0
Increase language skills	GI	40.2	21.0	13.6	11.4	10.0	11.9	39.6	18.9
	LI	23.7	40.7	59.1	42.8	60.0	50.7	28.3	40.6
Prep. for H.S. equiv.	GI	24.3	42.3	30.4	57.1	50.0	47.1	49.0	40.4
	LI	63.6	45.3	47.8	34.2	30.0	38.2	38.8	49.7
Cope with adult problems	GI	59.1	56.2	73.9	60.0	45.4	65.2	38.5	57.8
	LI	20.6	23.2	13.0	28.6	27.3	20.3	40.4	29.5

*GI - Great importance
LI - Little or no importance

STUDENT ACHIEVEMENT OF GOALS

Teachers were also asked to estimate the proportion of students who had achieved each of the five goals by the end of the year. The goal reached by students with the highest frequency was preparation for high school equivalency. Teachers in all program settings were in agreement on this assessment. It was felt that large proportions of students achieved completion of an eighth grade equivalency, especially in Missouri. National urban teachers indicated that many fewer students achieved eighth grade equivalency, however. It would appear that the above two goals are more tangible than the other three. While ABE teachers ranked increased self confidence, increased language skills and ability to cope with problems of adult life as more important, they felt that most students did not achieve them.

Table 32 makes note of proportions of students achieving goals by June of the current ABE term. The percentage that is above the line for each of the goals indicates the proportion of teachers who felt that fewer than 50 percent of their students achieved the goal. The figure below the line notes the proportion of teachers who estimated that more than 50 percent of the students achieved the goal.

Table 32

PROPORTION OF STUDENTS ACHIEVING GOAL
BY JUNE AS PERCEIVED BY TEACHER

Goals	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
Increased self-confidence	80.6 19.5	80.1 19.9	73.9 26.1	85.3 14.7	80.0 20.0	80.6 19.4	77.5 22.5	80.6 19.4
Completion of 8th grade equiv.	35.6 62.5	55.2 44.8	59.1 40.9	48.5 51.5	88.9 11.1	57.8 42.2	50.0 50.0	55.6 44.4
Increased language skills	71.7 28.3	73.7 26.3	81.0 19.0	72.7 27.3	88.9 11.1	77.8 22.2	63.3 26.7	75.3 24.7
Prep for H.S. equiv.	23.5 76.5	41.1 58.9	12.7 77.3	46.2 52.8	88.9 11.1	44.8 55.2	37.5 62.5	40.4 59.6
Cope with adult problems	68.0 32.0	69.6 30.4	50.0 50.0	75.0 25.0	75.0 25.0	66.1 33.9	70.8 29.2	70.6 29.4

FACTORS INTERFERING WITH TEACHING AND LEARNING

It is recognized by educators in Adult Basic Education that achievement of program goals is beset by a variety of factors that militate against their attainment. Eight of these factors were presented to teachers, and they were asked to consider the extent to which they may interfere with teaching and learning in the classroom. Reference to specific factors may be found in Table 33 or question number 12 in the questionnaire (Appendix).

Results of teacher responses revealed considerable variation in the degree of interference among the different program settings for particular factors. However, all groups of teachers recognized irregular attendance of students as the single factor that interfered to the greatest extent. While all other factors were considered of lesser interference it appeared that too much variation in student skill and/or ability levels was a significant interference in carrying out instruction.

In Missouri, urban program teachers noted lack of student motivation to be of greater interference than did National urban teachers or rural and suburban teachers.

Certain factors were consistently considered to be of little or no interference by teachers in all ABE program settings. These factors included class size too large, poor screening of students and poor instructional materials.

Table 33 shows how teachers responded to the degree of interference of each factor. The percentage figure above the line denotes "little or no interference" (L.I.) and the percentage below the line "great interference" (G.I.).

Table 33

TEACHER RATINGS OF FACTORS WHICH MAY INTERFERE WITH TEACHING AND LEARNING IN ABE

Factors		ABE Program Setting							
		Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
		%	%	%	%	%	%	%	%
Irregular attendance	*LI	19.0	20.7	11.5	13.2	9.1	11.8	24.5	23.1
	GI	56.2	54.6	46.2	65.7	90.9	61.8	64.2	49.2
Class too large	LI	69.0	82.0	52.0	76.2	54.5	64.0	84.3	88.5
	GI	15.2	6.6	16.0	13.3	9.1	13.3	9.8	3.1
Poor screening of students	LI	64.2	65.2	53.8	81.0	70.0	68.9	61.5	81.2
	GI	14.5	9.1	11.5	2.7	30.0	9.5	15.4	7.3
Too much variation in skills	LI	40.5	53.4	40.0	63.0	45.5	52.0	43.4	56.8
	GI	33.3	19.7	24.0	13.3	18.2	17.3	26.4	18.8
Low academic ability	LI	58.6	55.9	65.4	63.0	50.0	61.3	56.9	53.6
	GI	16.7	16.9	11.5	10.5	20.0	12.0	21.6	17.5
Lack of motivation	LI	67.9	60.2	53.8	60.4	17.3	52.6	73.1	59.7
	GI	16.2	15.7	26.9	23.8	45.5	27.6	9.6	12.6
Student fatigue	LI	49.3	51.6	42.3	54.0	50.0	48.6	57.2	51.3
	GI	23.7	17.3	15.4	21.6	40.0	21.6	20.4	14.9
Poor materials (instructional)	LI	66.7	72.3	60.0	73.5	81.8	69.3	78.9	71.6
	GI	16.8	10.3	16.0	7.9	9.1	10.7	7.7	10.8
Continuous enrollment new students	LI	47.4	61.9	69.3	48.6	63.6	57.3	53.8	65.8
	GI	19.5	16.2	15.4	24.3	9.1	18.7	21.2	14.0

*LI - Little or no interference
GI - Great interference

Teachers were asked to indicate which single factor interfered with teaching and learning in their classrooms. Table 34 notes teacher ratings of single factor that interfered most significantly.

Table 34

TEACHER RATING OF SINGLE FACTOR THAT INTERFERES WITH TEACHING AND LEARNING

Factor	ABE Program Setting							
	Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
	%	%	%	%	%	%	%	%
Irregular attendance	46.1	53.9	52.0	64.9	30.0	55.6	51.1	53.9
Class too large	3.2	3.5	4.0	10.8	10.0	8.3	6.4	0.6
Poor student screening	2.5	1.1	4.0	0.0	0.0	1.4	2.1	0.6
Too much variation in student skills	13.4	10.6	12.0	2.7	0.0	5.6	17.0	10.9
Low academic ability	5.7	6.3	4.0	5.4	0.0	4.2	2.1	8.5
Lack of motivation	4.3	4.6	12.0	0.0	40.0	9.7	2.1	3.0
Poor instructional material	5.5	3.9	0.0	2.7	0.0	1.4	2.1	5.5
Student fatigue	6.3	8.5	0.0	2.7	0.0	1.4	10.6	10.9
Continuous enrollment new students	13.0	7.7	12.0	10.8	20.0	12.5	6.4	6.1

THE TEACHER AND ADMINISTRATIVE-SUPERVISORY ASPECTS OF ABE

Teachers were asked to react to eight aspects of ABE related to administration and supervision. The mode of response requested teachers to indicate their agreement or disagreement on a continuum. The feelings that were expressed, therefore, gave insights of those attitudes that are held by teachers regarding relationships that are important to the success of ABE programs.

The reader should refer to Question 19 of the questionnaire (Appendix) for fullest comprehension of each of the aspects considered. It was necessary to compress each statement for the table that follows and some meaning was lost as a result.

Analysis of teacher responses indicated agreement across program settings for most aspects of administrative-supervisory interactions. Differences that existed, especially with respect to given aspects, were noteworthy. National urban teachers and Missouri teachers as a group differed most widely on whether administrator-supervisor judged teacher performance on attendance figures. More Missouri teachers disagreed that this was so than National urban teachers.

For the most part, proportions of responses indicated that teachers' attitudes towards administratorive-supervisory aspects were positive and supportive. One exceptional aspect should be underscored. This aspect "I get little feedback from administrators on how well I am doing my job," provoked the highest proportions of strong agreement across all program settings. The data indicated that more teachers in urban settings agreed this was so than either suburban or rural teachers.

Table 35 presents proportions of teachers who either strongly agree or strongly disagree with statements that reflect attitudes toward administrative-supervisory relationships.

Table 35

TEACHERS' FEELINGS CONCERNING
ADMINISTRATIVE-SUPERVISORY ASPECTS OF ABE

Administrative Supervisory Aspect		ABE Program Setting							
		Nat'l.	Mo.	K.C.	St.L.	Spr.	Urban Comb.	Suburb.	Rural
		%	%	%	%	%	%	%	%
Aware of my most import. problems	SD	13.3	17.5	9.1	17.7	0.0	13.6	19.4	18.8
	SA	67.6	66.9	81.8	70.0	100.0	75.0	64.5	65.5
Get little feedback	SD	42.7	46.3	36.4	40.6	66.7	41.3	58.	44.8
	SA	35.5	30.5	54.6	40.6	0.0	41.3	22.6	27.5
Judges my performance on attendance figures	SD	41.7	49.7	54.6	46.7	100.0	52.3	54.6	46.5
	SA	36.5	22.3	27.3	23.3	0.0	22.7	11.1	25.6
Gives little help with CR problems	SD	55.9	64.8	72.7	71.9	100.0	73.9	55.1	67.2
	SA	25.5	22.22	27.3	18.8	0.0	19.6	27.6	21.8
Great deal of autonomy in CR	SD	10.1	9.6	10.0	6.7	0.0	7.0	11.1	10.5
	SA	73.9	71.8	80.0	70.0	100.0	74.4	85.2	66.3
Teacher morale high	SD	10.8	4.3	20.0	6.5	0.0	9.1	6.7	1.2
	SA	72.4	77.0	70.0	71.0	66.7	70.5	73.3	81.6
Supplies necessary support and services	SD	13.8	11.1	10.0	6.2	0.0	6.7	13.8	12.5
	SA	67.8	75.3	70.0	75.0	100.0	75.6	75.8	75.0
Provides inadequate in-service	SD	56.0	56.9	60.0	68.7	100.0	68.9	51.7	52.3
	SA	22.0	18.8	20.0	12.3	0.0	13.13	13.8	23.3

SUMMARY OF FINDINGS

DIMENSION: DEMOGRAPHIC (TEACHER AND PROGRAM)

Teacher

1. ABE teachers were distributed in relatively equal proportions across age groupings with the exception of age 60 and over where the proportion was somewhat less. Exceptions were found in given program settings, however. In Kansas City and Springfield programs higher proportions of teachers in age brackets 50 years and over were employed. In St. Louis programs higher proportions were employed in age brackets under 50 years.

2. More women teachers than men were employed in all program settings with the exception of Springfield. The ratio was roughly three women to two men. In Springfield the ratio was inverted where there were approximately three men to two women.

Program

1. ABE programs were substantially staffed by part-time teachers. In Missouri programs over-all, the ratio was about 9-1 part-time teachers compared to full-time ABE teachers.

2. Part-time vs. full-time employment for National urban teachers and Missouri urban teachers was similar. A higher proportion of part-time employment was found in St. Louis as compared to Kansas City and Springfield, however.

3. Full-time employment was negligible in suburban (1.7 percent) and rural (9.6 percent) programs.

4. Among part-time teachers in ABE, for all program settings, the great majority were employed full-time as public school teachers. In Missouri the proportion of secondary school teachers exceeded the proportion of elementary school teachers employed in all program settings with the exception of St. Louis where they were equal. The difference was slight in rural programs, but still favored secondary teachers.

5. A variety of special fields in education were also represented. While the proportion of educational specialists could not be considered high in total, represented were guidance counselors, administrators, special education teachers, reading teachers, college or university instructors and some retired teachers.

6. Homemakers represented approximately 10 percent of the part-time teachers in Missouri and over 18 percent in the National urban group. The types of background experience (teacher education, for example) brought to ABE by this group was not known, however.

7. Full-time employment other than education fields was nearly 14 percent in Missouri and almost 19 percent Nationally. A broad variety of occupations were represented.

8. The majority of former positions of full-time ABE teachers was also public school teacher (54.3 percent) although a substantially higher proportion represented other than education fields (42.8 percent). In Missouri, those ABE teachers who were former public school teachers taught, for the most part, at the secondary level.

9. ABE programs were by and large evening programs in Missouri. Small proportions met during the day before 5 p.m. (8.7 percent) and a few full-time teachers met classes both day and evening (6.9 percent). Urban teachers in Missouri (21.1 percent) and National urban teachers (24.4 percent) indicated similar proportions who taught during the day. Daytime programs in St. Louis (5.3 percent) were fewer, while Springfield (66.7 percent) was exceptionally high.

10. High proportions of Missouri's ABE classes were convened in public school facilities (72.8 percent), especially in suburban (93.1 percent) and rural (75.5 percent) settings. Facilities used in urban settings, Nationally and in Missouri were more varied. Springfield was exceptional to other urban programs, with all of its classes held in public school buildings.

DIMENSION: PARAPROFESSIONAL AIDES

1. Approximately 32 percent of Missouri ABE teachers indicated that aides were assigned to their classrooms. National urban teachers noted about 19 percent, while Missouri urban teachers noted nearly 45 percent had aides. This figure was greatly skewed by St. Louis teachers where two-thirds had aides. Over 29 percent of Kansas City teachers had aides, but none were employed in Springfield.

2. Most aides were used in the following ways according to teachers.

   a. National urban teachers stated that most aides tutored individual students (33.3 percent), but non-teaching tasks (29.6 percent) and co-teacher (27.9 percent) were similar. Proportions for Missouri were approximately the same as for the National urban group.

b. Missouri urban teachers (45.5 percent) used aides for non-teaching tasks to a greater extent than teachers in other program settings.

c. Suburban teachers indicated that their aides were most commonly used to tutor individual students (58.8 percent).

d. Rural teachers indicated that most aides were assigned as tutors to individuals (35.9 percent). Next in frequency of use was co-teacher (30.2 percent).

3. ABE teachers across all program settings indicated that aides were "very important" to them. Proportions responding "very important" ranged from 67.5 percent (national urban) to 73.1 percent (St. Louis). Proportions of teachers that indicated aides were "not important" or "impedes effectiveness" were virtually nil in all program settings.

DIMENSION: THE ABE STUDENT

1. Of nine characteristics sometimes attributed to ABE students, teachers responded in the following ways.

a. The large majority of teachers characterized students as more highly motivated than not. National urban, suburban and rural teachers were more positive than Missouri urban teachers. Springfield teachers (75 percent) felt that a larger proportion of students were lacking in this trait.

b. More teachers, in most program settings felt students lacked self-confidence, but proportions who felt students had self-confidence were also high (ranging between 40-50 percent). Two-thirds of Springfield teachers saw students as more lacking in this characteristic.

c. Teachers in all program settings felt ABE students were warm and friendly individuals.

d. Few teachers in any program setting viewed students as "resenting authority."

e. Most teachers characterized fewer students as possessing "unrealistic expectations of time and effort required." Kansas City teachers were in accord with other teachers, but to a lesser extent.

f. Larger proportions of teachers characterized fewer students as "hypersensitive to criticism." This response was found for all program settings.

g. Proportionately, in all program settings (75 percent to 92.3 percent) teachers characterized most students as "works hard in class."

h. Teachers did not agree that most students possessed "low intellectual ability." Seventy-eight percent (rural) to 91.7 percent (Springfield and Kansas City) of the teachers disagreed with the stated trait.

i. Few teachers would describe most ABE students as so-called "hard-core" ghetto poor. More National urban teachers (25.7 percent) characterized students so than did Missouri teachers (8.9 percent).

2. ABE teachers who were employed full-time as public school teachers were asked to contrast their perceptions of children-youth and adults. Noteworthy findings of their perceptions included the following:

a. Teachers indicated "strong disagreement" that adults were less curious than children or youth. Proportions feeling so ranged from 65.8 percent (St. Louis) to 80.5 percent (suburban).

b. Teachers "strongly agreed" that the ABE classroom was more relaxed and informal than the public school classroom.

c. "Strong disagreement" was evinced from higher proportions of teachers in all program settings to the statement, "My adult students are less capable of learning."

d. While more teachers indicated "strongly agree" than "strongly disagree" with respect to "I have more professional autonomy in ABE," proportionate differences were not great. Large proportions of teachers were "neutral" which may be construed as perceiving as much professional autonomy in public school classroom as in ABE.

e. More teachers disagreed to "My adult students are more homogeneous in ability and achievement" than agreed. But a large proportion was neutral. Rural teachers were almost evenly divided and suburban teachers disagreed to the greatest extent.

f. Most teachers disagreed with the statement "My adult students are less highly motivated." Springfield teachers were evenly divided and suburban teachers disagreed to the greatest extent.

g. There was "strong agreement" to "My adult students need more encouragement." Suburban teachers were evenly divided between "strongly agree" and "strongly disagree." Springfield teachers

were exceptional as a program setting with no teachers who "strongly disagreed," and a higher proportion who "strongly agreed" (66.7 percent).

h. There was no strong position taken to the statement "My adult students have more positive self-images." Proportions of "strongly agree" and "strongly disagree" were much the same. However, no Springfield teachers "strongly agreed" with the statement. A higher number of teachers indicated a neutral view of this statement.

i. The greatest proportions of teachers were "neutral" in their response to "I feel closer to my adult students," in most program settings, although more exhibited "strong agreement" than "strong disagreement."

j. Higher proportions of teachers "strongly agreed" than "disagreed" to the statement "Teaching adults is more personally satisfying." Again, those indicating "neutrality" were proportionately high.

k. The majority of teachers were "neutral" to "I am more adequately prepared to teach adult students," feeling they were equally prepared to teach children-youth as adults. More teachers "strongly agreed" than "disagreed."

3. The greatest proportions of teachers felt that fewer than 10 percent of students came to ABE classes for family related reasons.

4. More students, according to teachers, enrolled in ABE for leisure related reasons than for family related reasons. Approximately 25 percent of Missouri teachers and National urban teachers indicated that over 50 percent of ABE students came for this reason. Suburban teachers noted 35.1 percent.

5. The highest proportion of teachers indicated that 10-24 percent of their students were absent at any given class session. In Missouri, for most program settings, from 25 to 32 percent of the teachers noted that one-fourth to one-half of their students were absent at any class meeting.

6. With respect to students who drop out of ABE classes, after the first five weeks, the proportion cited by most teachers was 10-24 percent. Fewer than 10 percent of students dropping was noted to a lesser extent, but ranged between 21.1 percent (St. Louis) to 30.8 percent (Kansas City). Springfield was exceptional with over 54 percent of the teachers indicating less than 10 percent of students dropped out. Classes where more than 50 percent of students left after 5 weeks were relatively few.

7. For various reasons given for student dropouts teachers responded

in the following ways.

a. Students' work schedule and childcare were considered by most teachers to be of "great importance," as reasons for dropping out.

b. More teachers attached "little or no importance" to "discouragement over program" as a reason for dropping out, although those who felt discouragement was of "great importance" was closely comparable. More suburban teachers indicated discouragement was of "great importance" than did teachers feeling it was of "little or no importance."

c. Fear of personal safety was felt by few teachers to be a reason of consequence for dropouts.

8. The largest proportions of teachers in all program settings indicated that 50-74 percent of students had made satisfactory progress in class. Proportions who indicated 75-100 percent making satisfactory progress were also high.

9. Over 50 percent of teachers in Missouri (52.6 percent) and among National urban teachers (55.2 percent) concurred that ABE makes a great difference in the life changes of the average adult student. Missouri urban teachers were even more effusive (65.3 percent). Forty-two percent of suburban teachers felt ABE made a "great difference." Teachers who felt ABE made "little difference" or "no difference" represented a negligible proportion.

DIMENSION: PROFESSIONAL PREPARATION OF ABE TEACHERS

1. Years of teaching experience showed great variation between and within program settings.

a. Over half of the teachers in the National urban (65.2 percent) setting and Missouri (51.3 percent) setting were in the first three years of teaching ABE.

b. Over half of suburban teachers (55.1 percent) and rural teachers (60.0 percent) were in their first three years of teaching.

c. Teachers in Kansas City (88.5 percent) and Springfield (91.7 percent) had four or more years of ABE teaching experience. In St. Louis, 50 percent had four years or more experience.

d. Missouri urban program settings had higher proportions of teachers with four or more years teaching experience than either the rural or the suburban.

2. High proportions of teachers have had some type of pre- or in-

service training related to ABE. More urban ABE teachers in Missouri (94.7 percent) had pre- or in-service training than suburban (86.2 percent) or rural (81.9 percent) teachers. A larger proportion of teachers in Missouri (85.6 percent) had pre- or in-service training than National urban teachers (79.8 percent).

3. Survey returns indicated that teachers in most program settings had a variety of training activities.

   a. Locally sponsored workshops were attended by high proportions of teachers both Nationally (68.4 percent) and in Missouri (61.6 percent). Fewer rural teachers (49.6 percent) participated in this type of training. Proportions in other settings ranged from 70.6 percent (suburban) to 92.3 percent (St. Louis).

   b. Next highest in frequency of participation were regional summer workshops. In Missouri overall, 61.0 percent of ABE teachers had this type of training activity. All specified program settings in the State had more than 50 percent of teachers who took part. This type of training activity was attended by fewer National urban teachers (24.9 percent).

   c. Observation of experienced teachers has not been used extensively as a mode of training, although it was more common among National urban teachers (33.5 percent) than Missouri teachers (25.3 percent).

   d. Coursework in Adult Education as a type of training activity was also less pervasive than workshops. National urban teachers (29.1 percent) had had coursework to a slightly greater extent than Missouri teachers (24.7 percent). Highest proportions of teachers who had coursework were from rural (39.4 percent) and Kansas City (42.3 percent) programs.

4. It was noteworthy that teachers for the most part valued to a greater degree those types of training activities attended by the fewest: Adult Education coursework and observation of experienced teachers.

5. Teachers indicated that workshops were of least help and that local workshops were less helpful than regional summer workshops.

6. In evaluating workshops higher proportions of teachers rated them in the middle of the road, as "some help," than as of "great help" or "little or no help."

7. Suburban teachers were less supportive proportionately and more negative regarding helpfulness of all types of training activities than teachers in other program settings.

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8. Among topics ABE teachers felt were most needed for in-service training, two were underscored most frequently in all program settings. Thw two were: a) individualizing instruction for different levels of ability and b) methods and materials for teaching (reading, mathematics, etc.). In Missouri, overall, approximately 47 percent of the teachers felt individualizing instruction was most needed. Missouri urban (51.9 percent) and suburban teachers (50.0 percent) felt a greater need than rural teachers (44.4 percent) with respect to this topic. Thirty-seven percent of all teachers in Missouri noted a need for methods and materials in-service. Proportions were approximately similar to this figure in individual program settings.

9. Most teachers tended to view their preparation for teaching ABE as either "very adequate" or "adequate," in all program settings. The proportion Nationally (94.8 percent) was nearly identical to the proportion in Missouri (95.5 percent).

10. Teachers in all program settings indicated to a great extent (79.3 percent rural to 90.8 percent Kansas City) that teaching ABE is "very satisfying." The rest felt teaching ABE was "fairly satisfying." Only three individual teachers in the state rated ABE teaching as not satisfying.

DIMENSION: THE ABE PROGRAM

1. Over 70 percent of ABE teachers in any given program setting in Missouri conducted basic education classes for native-born Americans. Proportions ranged from 70.7 percent in suburban programs to 81.5 percent in St. Louis programs.

2. The proportion of National urban teachers (51.0 percent) who taught basic education for the native-born exclusively differed markedly from Missouri as a whole (79.4 percent) and from Missouri urban teachers (79.2 percent).

3. Classes in English as a Second Language (ESL) were more prevalent in National urban programs (20.9 percent) than in Missouri programs (4.3 percent). Suburban programs dealing with ESL, especially in the St. Louis area, predominate in Missouri (14.0 percent).

4. Proportions of teachers who combined ESL and basic education for the native-born were roughly comparable among National urban teachers (19.6 percent) and Missouri urban teachers (14.5 percent).

5. The most common type of student grouping in all program settings was inclusion of students of all levels of ability together in classes. Over 59 percent of National urban teachers reported they taught mixed levels while over 53 percent of Missouri teachers reported they taught mixed groups. The proportion of Missouri urban teachers (71.4 percent) that taught mixed

levels was greater than either suburban (54.3 percent) or rural (54.2 percent) teachers. Missouri urban program teachers combined levels of ability (71.4 percent) to the greatest extent among all program settings.

6. National urban teachers grouped students at the beginning level (13.5 percent) and the intermediate level (11.9 percent) to a greater extent than teachers in Missouri.

7. More Missouri teachers grouped students at the advanced level, grade 7 and higher (28.0 percent) than did National urban teachers (15.0 percent).

8. Greatest instructional emphasis according to subject areas was given to reading-language skills by teachers of all program settings. The range of proportions of teachers who indicated "great emphasis" was 78.2 percent (suburban) to 94.7 percent (St. Louis).

9. While arithmetic was given "great emphasis" to a lesser extent than reading-language skills, most teachers indicated they gave it "great emphasis" to arithmetic less (59.2 percent) than Missouri teachers (75.9 percent).

10. In ranking possible goals in ABE according to importance, teachers in all program settings were in agreement on number 1 (increased self-confidence) and number 5 (completion of 8th grade equivalence).

11. The goal, "Increased ability to cope with adult life roles and problems," was second in importance in all settings excepting the suburban (ranked fourth).

12. The goal, "Preparation for high school equivalency" was ranked third in importance in Missouri programs with the exception of suburban teachers who ranked it second. National urban teachers placed it fourth in importance.

13. The goal, "Increased competency in language skills," was ranked fourth by Missouri teachers except suburban (third). National urban teachers gave it third importance.

14. In estimating whether the five goals were achieved or not, the greatest proportion of teachers indicated that more than 50 percent of students achieved the goal of "increased self-confidence." Next in frequency of achievement was "Increased language skills." Responses indicated that the goal least achieved was "Preparation for high school equivalency."

15. Ratings of factors that interfere with teaching and learning indicated that "irregular attendance" presented "greatest interference" for all program settings. Proportions of teachers rating this factor "great interference" ranged from

46.2 percent in Kansas City to 90.9 percent in Springfield. For all other factors listed, each was considered of "little or no interference" to a greater extent than "great interference."

16. Teachers' feelings towards administrator-supervisor relationships were generally positive and supportive. Aspects for which largest proportions of teachers showed concern were "getting little feedback from administrators on how well I am doing my job" and "administration relies most heavily on attendance figures to judge my performance."

CHAPTER 3

CONCLUSIONS, IMPLICATIONS AND DISCUSSION

INTRODUCTION

The purpose of this section of the report is to draw conclusions in light of the findings reported above. In addition, where a conclusion suggests broader implications these will be discussed. In some instances the findings are of interest in that it is only possible to speculate and further study of the situation or problem seems appropriate. Recommendations for further study are presented at the end of the section.

A broad conclusion of this study is that differences did exist between program settings for many of the variables considered. There were also numerous variables where teacher responses across program settings were consistently similar. In exploring the data and summary of findings, teachers and program directors will be most interested in comparing their own programs with Missouri as a whole and then with respect to others. The results of the National Urban Study will be of interest to contrast perceptions of Missouri teachers with a broader more generalized group.

In a true sense, the data of this study gives a profile of ABE for each of the program settings as perceived by teachers within the setting. It would be possible, and indeed useful, for teachers and program directors to use the results for local in-service workshops or conferences. Put to such use, the findings could lead to greater understandings of the field of ABE, and especially greater understanding of the needs of students and teachers.

The findings that fall under Dimension: Demographic (Teachers and Program) reveal nothing exceptional, for the most part, when considered

alone, or separately. However, deomgraphic data related to program, have ramifications when considered in conjunction with findings in other dimensions of the study. These data will be brought in discussions of implications concerning specific conclusions.

CONCLUSIONS AND IMPLICATIONS

DIMENSION: AIDES

Conclusion: Aides, as adjuncts to the ABE teacher, are becoming recognized as valuable contributors to instruction.

Aides were more frequently employed in Missouri programs than in National urban programs. The trend appears to be an important one. While the manner in which aides are used varies among program settings; suburban and rural programs use aides more often for tutoring individual students or as co-teachers than do urban programs. How aides are used in programs may be interpreted as a reflection of how greatest benefits can be derived to increase instructional efficiency in classrooms. It may be implied that Missouri ABE programs have set a higher priority for the use of aides than is generally the case Nationally.

DIMENSION: ABE STUDENT

Conclusion: While there were some variations among program settings, the majority of ABE teachers hold strongly supportive perceptions of students.

A multitude of data supports the above conclusion. Attitudes of teachers are supportive. The ABE student is more often described as capable of learning, and he comes to learn. Teachers who work full-time in public schools indicated by their contrasts of children-youth with adults, a most favorable view of the ABE adult student. Adults in ABE have as much curiosity, are as capable, and are as highly motivated. Interestingly, more of these teachers felt that teaching adults is more personally satisfying than

teaching children or youth.

Conclusion: If, as was assumed, most students enroll in ABE to qualify for better jobs or to learn the English language, the data of this study suggests other reasons for enrolling are also important.

Substantial proportions of teachers indicated that many students attend ABE classes for leisure related reasons. There should be nothing startling in these findings. Of paramount importance, it would appear, would be the recognition of what motivates students to enroll in ABE. Such understanding of students has implications for counseling and attending to student needs that are crucial to progress and achievement of goals.

Conclusion: Student absences from class and dropouts from the program continue to present what teachers consider a major problem.

Conclusion: Most students who drop out of ABE programs do so for reasons beyond their control while fewer leave because of discouragement related to the program.

Implications related to the above problems may seem to be obvious. There is reason for concern, of course, for regular attendance is necessary for continuous uninterrupted learning. If work schedule and problems of childcare contribute significantly to the problem as indicated, it would seem feasible to explore alternatives in scheduling ABE classes or providing services for childcare. Program innovations that have worked effectively in other areas to resolve the problems might also be sought out and considered.

Conclusion: Students who stay in ABE make satisfactory progress according to teachers and ABE program makes a great difference in the life changes of the average adult student.

This conclusion was supported by teachers in all program settings including the National Urban group.

DIMENSION: PROFESSIONAL PREPARATION OF TEACHERS

Conclusion: Both pre-service and in-service training of teachers need to be continued and supported on a systematic and regular basis.

The effects of State required pre- and in-service training for teachers is evident in the results of the study. Proportions of teachers who had training of some kind were higher in Missouri programs (especially so in Missouri urban programs) than for National urban programs.

The need for continuing to offer such training regularly is best exemplified by years of experience teachers have had. Percentages of "new" teachers coming into the field are high. Whether for reasons of newly inaugurated programs or from teacher turnover year-to-year most program settings had more than half of their teachers with three years or less experience. Programs that were exceptional included Kansas City and Springfield with high percentages of experienced teachers.

Conclusion: Modes of pre-service and in-service training activities should be varied with opportunities for experienced teachers as well as inexperienced.

Most teachers have participated in workshops of either the regional summer type or of local origin. Fewer teachers have had opportunity to observe experienced teachers at work or to enroll in Adult Education courses. The two latter types were rated most highly by teachers as being of great help to them, especially observations of experienced teachers. This mode of training has much to recommend it according to teacher evaluations and program directors need to explore with their staff and means for making opportunities possible.

Conclusion: Choice of topics for training should be carefully selected and planned, and should be extended to incorporate advances that are being made in the field of Adult Education.

High proportions of teachers felt that many workshops were only of

some help. Indications were that more could be done to increase training opportunities. The data also implies that the quality of training has room for improvement.

The two topics teachers felt would be of greatest value were methods and materials for teaching, and individualizing instruction for different levels of ability. These choices were in harmony with responses made to other queries in the survey. Reading and arithmetic, for example, were emphasized most in the curriculum and are undoubtedly indicative of the greatest student needs in basic education. Mixed levels of student abilities also prevailed in classes in Missouri. These areas of concern present real needs of teachers and undoubtedly will continue as long as ABE exists in its present form and organization.

In addition the data also suggests gaps in teachers' understanding of current developments in Adult Education. While more is being learned about the adult as a unique learner (andragogy) that contrasts sharply with children and youth as learners (pedagogy), few teachers recognized a need for training related to the adult learner. The overwhelming majority of teachers in all program settings viewed their preparation for teaching adults as either very adequate or adequate. It is recommended that teachers and program directors, as well as others responsible for staff development, explore possible needs in this important area.

DIMENSION: ABE PROGRAM

Conclusion: Reading-language and arithmetic skill development are the two areas of instruction most stressed and also present the greatest challenge for effective instruction.

Teachers in all program settings indicated that greatest emphasis in-

structionally was placed on these two basic skill areas. The challenge stated in the conclusion arises from data reported as a part of other dimensions in the survey. These data include the wide variation of skill abilities contained within classes and teacher choice of methods and materials together with individualizing instruction for different levels of ability as in-service training priorities. Complexities involved in the reading and arithmetic process together with wide ranges of ability among students along the continuum of skill acquisition offer challenge enough for any teacher.

A number of implications may be drawn as an outgrowth of this conclusion. The first supports the need for extensive and continuous training of teachers in reading and arithmetic skill processes. Reinforcing this contention is the fact that many teachers are inexperienced in ABE and are also inexperienced and untrained in the teaching of reading or arithmetic per se. This is evident in the proportions of teachers whose backgrounds are secondary education or other than education. Elementary school teachers in ABE do bring a background of reading and arithmetic education training at beginning and intermediate levels, but secondary teachers generally do not.

Where teacher understanding is lacking related to basic skill processes, difficulties in meeting individual student needs are magnified. The remedy for frustration generally is to use autoinstructional material, thereby relieving the teacher of responsibility.

Conclusion: The most important goals in ABE as perceived by teachers are those which are least tangible.

Of the five goals presented the most important according to teachers were "increased self-confidence" and "increased ability to cope with adult

life roles and problems." Success in acquiring basic skills along with achievement of tangible goals can certainly help build confidence. But, achievement of such goals also require insights into self and understanding of human behavior. There is strong implication here for close cooperation between counselor, teacher and other special agencies concerned with improving self-concepts.

Conclusion: With few exceptions teachers view administrators and supervisors as supportive and helpful.

Undoubtedly, the healthy attitudes that exist between teachers and program directors help to make teaching in ABE a satisfying experience. Only two aspects evoked concern by teachers. The first was "getting little feedback from administrators on how well I am doing my job" and the second was "administration relies most heavily on attendance figures to judge my performance." In view of the findings noted above with respect to reasons for absences administrators and teachers alike need to approach the problem of attendance in a realistic manner. Teacher evaluation is admittedly complex, but viable objectives and criteria need to be worked out.

RECOMMENDATIONS FOR FURTHER STUDY

A. The usefulness of a survey or needs study is best determined with respect to its impact as a change agent for its intended population. This study attempted to look at data diagnostically for specific program settings. It is recommended that followup study be made in Missouri to determine how results were used, and whether changes in programs resulted as a consequence.

B. The major problem identified by ABE teachers in the State of Missouri had to do with irregular attendance of students and dropping out of the program. Results hinted at lack of motivation as a possible contributing factor, although childcare and work schedules were given as major contributors. It

is recommended that study be made of student motivation for enrolling in ABE together with followup of students who drop out or frequently are absent from classes.

C. Program effectiveness depends on the quality of teachers' preparation for ABE instruction as well as the extent of opportunity for training. Teachers indicated that training models of the greatest help to them were also the types that were least available. Examination should be made of various training models used for in-service training so that the most effective techniques may be used.

APPENDIX

Questionnaire Survey Form

Missouri State Survey of Adult Basic Education Teachers

UNIVERSITY OF MISSOURI - KANSAS CITY

DIVISION FOR CONTINUING EDUCATION
CENTER FOR RESOURCE DEVELOPMENT
IN ADULT EDUCATION

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Elvin Long, Director - Adult Education

1974

Instructions

This questionnaire is part of a statewide study of ABE. The purpose of the study is to provide information to adult educators that will be useful in improving current practice. Results will be widely disseminated through workshops and publications.

Your responses will be kept strictly confidential. Only CRD staff will have access to completed questionnaires. The identfication number on your form is needed for office purposes as well as for important controls in the study. All results of the study will be reported in summary form.

Sample Items

CHECKMARKS: Place checkmark in the parenthesis before the appropriate answer. Unless otherwise specified, make a checkmark in one space only.

Sample #1

Do you currently teach in an ABE program?

1 (✓) Yes
2 ( ) No

SCALES Circle one number only. If a question contains more than one scale, circle one number in each scale.

Sample #2

Please indicate the extent to which you agree or disagree with the statements below.

	Disagree			Agree	
a. ABE should be limited to adults over 18..	1	2	(3)	4	5
b. ABE students should be charged tuition...	(1)	2	3	4	5

PROPORTIONS: Circle the number below the appropriate column.

Sample #3

About what proportion of your students are high school graduates?

Proportion High School Graduates

0-24%	25-49%	50-74%	75-100%
(1)	2	3	4

RANK ORDERING: Rank all items listed, assigning 1 to the highest rank, 2 to the next highest, 3 to the third highest, and so on for all items.

Sample # 4

Rank order the importance to you of each of the following renovations by writing 1 in the space next to the most important renovation, 2 next to the second most important, and 3 next to the third most important.

a. New lighting.....(2)
b. More blackboards.....(1)
c. New, larger desks.....(3)

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1. Are you employed full-time (20 or more hours per week) or part-time in adult basic education (ABE)?

   1 ( ) Part-time
   2 ( ) Full-time

2. (If part-time,) what is your full-time occupation?

   1 ( ) Elementary school teacher (K-6)
   2 ( ) Secondary school teacher (7-12)
   3 ( ) Guidance counselor
   4 ( ) School administrator or supervisor
   5 ( ) Housewife
   6 ( ) Other (specify) _____

   _____

3. (If full-time), what was your last position?

   1 ( ) Elementary school teacher (K-6)
   2 ( ) Secondary school teacher (7-12)
   3 ( ) Guidance counselor
   4 ( ) School administrator of supervisor
   5 ( ) Housewife
   6 ( ) Other (specify) _____

   _____

4. (If full-time), are you 1 ( ) Paid by the hour
   2 ( ) Salaried (on contract)

5. What type of classes do you currently teach?

   1 ( ) English as a second language (ESL)
   2 ( ) Basic education for native born
   3 ( ) Both ESL and basic education for native born
   4 ( ) Other (specify) _____

   _____

6. (If you teach basic education for native born), do you teach beginning, intermediate, or advanced level students?

   1 ( ) Beginning level (1-3)
   2 ( ) Intermediate level (4-6)
   3 ( ) Advanced level (7 or higher)
   4 ( ) Mixed (more than one level)

7. What time of day do you teach in ABE?

   1 ( ) Day (before 5 p.m.)
   2 ( ) Evening
   3 ( ) Both day and evening

8. In what type of facility is your ABE class held?

1 ( ) Public school building
2 ( ) Industrial plant, business, hospital or other employer
3 ( ) Church or community organization facility
4 ( ) Other, including several facilities (specify)

_____

9. As of June, 1974, how many years of ABE teaching experience will you have had? _____

10. There are many possible goals for ABE. Please rank the importance to you of the following goals by writing number 1 in the space next to the most important goal, number 2 next to the second most important goal, and so on for the five goals listed. Next, indicate by circling the appropriate number the approximate percentage of your current students who by June are likely to have achieved each of the goals listed.

Goals	Rank in Order of Importance	Proportion of Students Achieving Goal by June			
		0-24%	25-49%	50-74%	75-100%
a. Increased self confidence...	( )	1	2	3	4
b. Completion of 8th grade equivalence.....	( )	1	2	3	4
c. Increased competency in language skills.....	( )	1	2	3	4
d. Preparation for high school equivalency exam....	( )	1	2	3	4
e. Increased ability to cope with adult life roles and problems..	( )	1	1	3	4

11. Most teachers emphasize some subjects more than others. In your own ABE teaching, how much emphasis do you give to each of the following subjects?

	Little or No Emphasis				Great Emphasis
a. Arithmetic	1	2	3	4	5
b. Reading, language skills....	1	2	3	4	5
c. Health education.....	1	2	3	4	5
d. Consumer education	1	2	3	4	5
e. Social studies, civics...	1	2	3	4	5
f. Ethnic or racial heritage...	1	2	3	4	5
g. Coping (how to apply for a job, obtain legal assistance, deal with landlords).....	1	2	3	4	5

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12. (a) Below is a list of factors which may interfere with teaching and learning in ABE. To what degree, if any, does each of the factors listed interfere with teaching and learning in your own classroom?

	Little or No Interference			Great Interference		
a. Irregular attendance....	1	2	3	4	5	a
b. Class too large	1	2	3	4	5	b
c. Poor screening of students....	1	2	3	4	5	c
d. Too much variation in student skill and/or ability levels.....	1	2	3	4	5	d
e. Low academic ability.....	1	2	3	4	5	e
f. Lack of motivation	1	2	3	4	5	f
g. Poor instructional materials....	1	2	3	4	5	g
h. Student fatigue.....	1	2	3	4	5	h
i. Continuous enrollment of new students.....	1	2	3	4	5	i

12. (b) Please circle the letter next to the one factor above that interferes with teaching and learning in your ABE classroom.

13. In your judgment, approximately what proportion of your current ABE students are making satisfactory progress in class?

1 ( ) 0-24%

2 ( ) 25-49%

3 ( ) 50-74%

4 ( ) 75-100%

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14. Listed below are a number of characteristics sometimes attributed to ABE students. Please indicate the approximate proportion of your current students to which each characteristic applies.

Characteristics	Proportion of My Students with Characteristic			
	0-24%	25-49%	50-74%	75-100%
a. Highly motivated....	1	2	3	4
b. Lack self-confidence....	1	2	3	4
c. Warm and friendly.....	1	2	3	4
d. Resent authority....	1	2	3	4
e. Unrealistic expectations of time and effort required.....	1	2	3	4
f. Hypersensitive to criticism ...	1	2	3	4
g. Work hard in class.....	1	2	3	4
h. Low intellectual ability....	1	2	3	4
i. Hard-core ghetto poor....	1	2	3	4

15. Is an aide currently assigned to your ABE classroom?

1 ( ) Yes

2 ( ) No

16. If no aide, skip to question 20.

(If aide), is your current aide

1 ( ) A volunteer

2 ( ) A paid community paraprofessional

3 ( ) Other (specify)_____

_____

17. (If aide), how do you currently use your aide?

1 ( ) Mostly as co-teacher

2 ( ) Mostly tutors individuals

3 ( ) Mostly performs non-teaching tasks

4 ( ) Other (specify)_____

_____

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18. (If aide), how important to the educational effectiveness of your classroom is the assistance of your current aide?

1 ( ) Very important

2 ( ) Somewhat important

3 ( ) Not important

4 ( ) Impedes effectiveness

19. We are interested in your feelings concerning administrative-supervisory aspects of ABE. Please indicate the extent to which you agree or disagree with the statements below.

	Strongly Disagree				Strongly Agree
a. ABE administrators are aware of my most important problems as a classroom teacher.....	1	2	3	4	5
b. I get little feedback from administrators on how well I am doing my job.....	1	2	3	4	5
c. The administration relies mostly on attendance figures to judge my performance.....	1	2	3	4	5
d. I get little help with classroom problems from administrators or supervisors.....	1	2	3	4	5
e. I have a great deal of autonomy in the classroom.....	1	2	3	4	5
f. Teacher morale is high in this ABE program.....	1	2	3	4	5
g. The administration does a good job supplying the necessary support services and materials...	1	2	3	4	5
h. The ABE administration does not provide adequate in-service education experiences.....	1	2	3	4	5

20. Approximately what proportion of your enrolled students are <u>absent</u> at any one class meeting?

1 ( ) Less than 10%

2 ( ) 10-24%

3 ( ) 25-49%

4 ( ) 50% or more

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21. Many adults drop out of ABE before achieving their objectives. After the first five weeks of class, approximately what proportion of your students have dropped out for some reason?

1 ( ) Less than 10%

2 ( ) 10-24%

3 ( ) 25-49%

4 ( ) 50% or more

22. In your judgment, how important is each of the reasons listed below in accounting for the dropout problem? Rank order the five reasons by writing the number 1 in the space next to the most important reason, number 2 next to the second most important reason, and so on for the five reasons listed.

Reason	Rank in Order of Importance
a. Moving away.....	( )
b. Work schedule.....	( )
c. Childcare.....	( )
d. Discouragement over progress.....	( )
e. Fear for personal safety.....	( )

23. Although most adults come to ABE to qualify for better jobs or to learn the English language, some come for other reasons. In your judgment, about what proportion of your current students are enrolled in ABE primarily for the reasons listed below?

Reason	Proportion of Students Enrolled			
	0-10%	11-24%	25-49%	50% or more
a. Family related (e.g., help children with homework).....	1	2	3	4
b. Leisure related (e.g., meet other people, personal growth).....	1	2	3	4

24. Have you had any pre- or in-service training specifically related to ABE?

1 ( ) Yes

2 ( ) No

25. (If you have had pre- or in-service training), please check in column "A" those training activities you participated in. For each activity checked in column "A" indicate the degree to which you found it helpful by circling the appropriate number under "B".

	A	B		
	Training in which I participated	Little or no help	Some help	Great help
Local in- or pre-service workshop.....	( )	1	2	3
Observations of experienced teachers.....	( )	1	2	3
Regional summer workshop...	( )	1	2	3
Coursework in adult education..	( )	1	2	3

26. At the present time, how adequate is your preparation to teach in ABE?

1 ( ) Very adequate

2 ( ) Adequate

3 ( ) Inadequate

4 ( ) Very inadequate

27. What topic for in-service education would be most useful to you?

1 ( ) Designing ABE Curriculum

2 ( ) Learning principles related to adult learning

3 ( ) Counseling ABE students

4 ( ) Methods and materials for teaching (reading, mathematics, etc.)

5 ( ) Individualizing instruction for different levels of ability

6 ( ) Other _____

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28. (If you are currently employed full-time as an elementary or secondary school teacher), we would like you to contrast your experience teaching adults with your experience teaching children or adolescents. Please indicate the extent to which you agree or disagree with the statements below.

	Strongly Disagree				Strongly Agree
a. My adult students are less intellectually curious.....	1	2	3	4	5
b. The atmosphere in my ABE classroom is more relaxed and informal.....	1	2	3	4	5
c. My adult students are less capable of learning.....	1	2	3	4	5
d. I have more professional autonomy in ABE.....	1	2	3	4	5
e. My adult students are more homogeneous in ability and achievement...	1	2	3	4	5
f. My adult students are less highly motivated.....	1	2	3	4	5
g. My adult students need more encouragement.....	1	2	3	4	5
h. My adult students have more positive self-images.....	1	2	3	4	5
i. I feel closer to my adult students..	1	2	3	4	5
j. Teaching adults is more personally satisfying.....	1	2	3	4	5
k. I am more adequately prepared to teach adult students.....	1	2	3	4	5

29. All things considered, do you find teaching in ABE

1 ( ) Very satisfying

2 ( ) Fairly satisfying

3 ( ) Not very satisfying

4. ( ) Not satisfying